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ABSTRACT

The guide presents instructional units aimed at developing career education for grades K-2. Each unit provides detailed objectives, activities, resources, and evaluations, and in some units the objectives are further detailed in relationship to the following subjects: mathematics, language arts, social studies, guidance, music, physical education, art, and the library. Topics include: knowing myself, home and family, school, and school workers (kindergarten); bakers, barbers and beauticians, food and beverage workers, and domestic animal care (primary grade special education students, especially educable mentally handicapped); an assortment of service occupations, and wheel, water, and air transportation systems and workers (first grade); and assorted skilled trade, professional, and service occupations (second grade). (JR)

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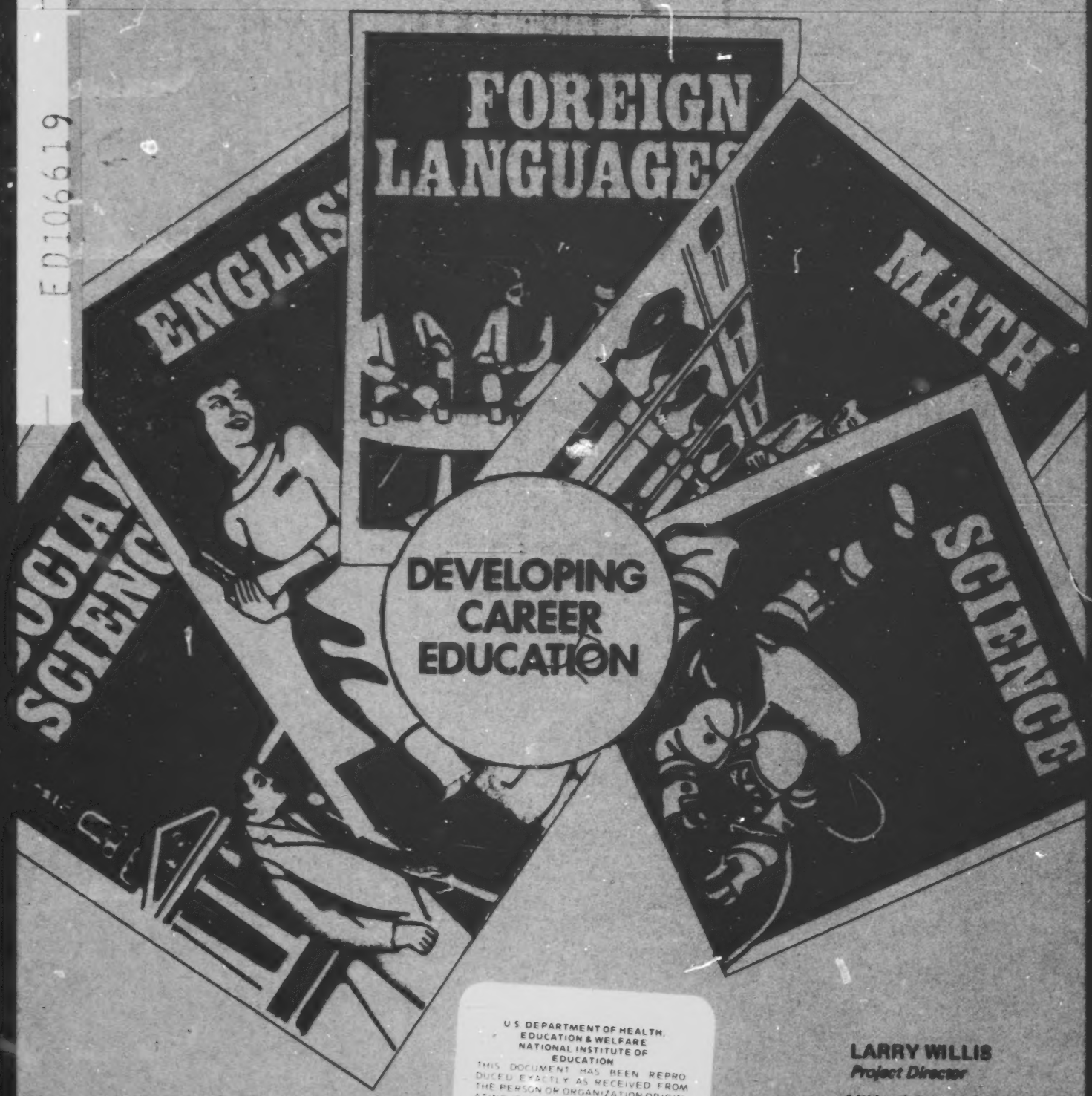

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CE003198

K-2 INSTRUCTIONAL UNITS

2

NEBRASKA STATE DEPARTMENT OF EDUCATION
Division of Vocational Education

Teacher's Name Nancy Winsman Grade Level: Kindergarten

Concept: 1. Self-understanding and acceptance. 2. All persons have dignity and worth.
3. Individuals differ in abilities.

TOPIC: KNOWING MYSELF

SUBCONCEPT: 1. Phsycial Qualities

Objective	Activities	Resources	Evaluation
A. The child will develop a knowledge of the location of the parts of the body. head hair eyes ears nose mouth teeth tongue chin neck shoulders arms hands fingers chest stomach hips legs ankles feet toes	1. "Magic Circle" to discuss and locate the various parts of body. 2. Poster 3. Bulletin Board "Many Parts" (Large boy with labels on parts of the body). 4. Experience Chart --List as many parts of the body that you can think of. 5. Play Game "Simon Says" 6. Song "Fingers, Nose, and Toes" "Everything Grows Together"	Pictures "Parts of the Body", Sesame Street Parent/Teacher Guide #2, 1969. Art supplies Experience Chart Teacher files Music for Young Americans (Kindergarten) N.Y.: American Book Co., 1963 p.58 Teacher files (Misterogers)	The child will be able to name and locate at least 10 parts of the body. The child will be able to draw in the missing part on each of a series of pictures on worksheets.

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SUBCONCEPT: 1. Physical Qualities

Objective	Activities	Resources	Evaluation
A. (continued)	7. Story The Foot Book	by Dr. Seuss, N.Y.: Random House, Inc., 1968.	
	8. Poem "Shoes"	The Arbuthnot Anthology of Children's Literature, Chicago: Scott, Foresman & Co., 1953, p. 4.	
	9. Finger Play "Hands"	Teacher files	
	10. Record "Rub Your Tummy"	Sesame Street, N.Y.: Columbia Records, 1970.	
	11. Filmstrip "Big and Small, Short and Tall"	Milford Library #A-35	
	12. Peabody Kit activities	Peabody Language Development Kit, Level #1, Circle Pines, Minnesota: American Guidance Service, Inc., 1965.	
	13. Sesame Street Guides	Sesame Street Guides, Children's Television Workshop, 1969.	
	14. DUSO Kit (Developing	American Guidance Associates	

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TOPIC: KNOWING MYSELF

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Objective	Activities	Resources	Evaluation
B. The child will develop a knowledge of the five senses. See Hear Taste Smell Touch	1. "Magic Circle" discussion. 2. Charts (discuss) 3. Bulletin Boards "Our Five Senses," 4. Experience Charts --Listing what we see hear taste smell touch 5. Games "I See Something Red" "Sound Test" "Taste Test" "Smell Test" "Touch Test"	Pictures Health for All - Kindergarten Charts, Chicago: Scott, Foresman & Co., 1965, Charts #8, 9, & 11. Science Charts, D.C. Heath & Co., Boston: 1963, #5 & 6. Trend Enterprises, St. Paul, Minnesota, 1970. Teacher files	The child will be able to: --Name the five senses. --Draw a picture of something you can see, hear, taste, smell, touch. --Tell which sense is used in a given example.

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SUBCONCEPT: Physical Qualities

Objective	Activities	Resources	Evaluation
B. (continued)	6. Songs "Listen to the Rain" "The Shivers" "Johnny Has a Red Shirt"	Music for Young Americans, loc cit., pp. 38 & 44. Teacher files	
	7. Make a "Touch Book"	Collect materials with different textures	
	8. Story	What Is That? by Denman Harpson	
	9. Poems "Smells" "Purple Cow"	Arbuthnot loc cit. pp. 3 & 109	
	10. Records "Green" "Sounds of Animals"	Sesame Street loc cit. Milford Library #56	
	11. Flannel Board Storytelling With the FlannelBoard	by Paul S. Anderson, Minneapolis: T.S. Denison & Co., Inc., 1968	
	"Color Recognition"	Instructo; 1968.	
	"Rhyming Pictures"	Instructo, 1968.	

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Objective	Activities	Resources	Evaluation
B. (continued)	12. Mini-unit on "The Gingerbread Man."		
	a. Story	The Gingerbread Man by Elfrieda.	
	b. Color picture	Ditto picture in teacher files	
	c. Bulletin board	Children's cut-outs	
	d. Filmstrip	Milford Library #A-6	
	e. Make and eat gingerbread	Ingredients and school kitchen	
	13. Science workbook	Discovering Science, Charles E. Merrill Pub. Co., 1968, pp. 1-19.	
	14. Reading series	(Kindergarten workbooks) Scott, Foresman & Co., 1962. Getting Ready to Read, Houghton Mifflin Co. 1970.	
	15. Peabody Kit	loc cit.	
	16. Sesame Street Guides	loc cit.	
	17. DUSO Kit	loc cit.	

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TOPIC: KNOWING MYSELF

SUBCONCEPT: 1. Physical Qualities

Objective	Activities	Resources	Evaluation
C. The child will become aware of certain physical activities that he can do.	1. "Magic Circle" to discuss and experience the following physical activities: walk dance tie shoes run march dress self jump swim skate hop work swing skip do exercise slike climb sing balance play with a ball 2. Mini-unit on "Jack Be Nimble" a. Picture b. Poem c. Song d. Finger Play e. Dramatize f. Sing "Mr. Jack-in-the Box" g. Game "Jack-in-the-Box, Jack-out-of-the-box. 3. Mini-unit on "Ride A Cock Horse" a. Picture and poem	Fun For Fours, Fives, and Sixes by Elizabeth Christensen, Hayes School Publishing Co., Inc. 1968 Teaching With Rhythmic Activities, by Paima Smiley and Alma Gilleo, David C. Cook Pub. Co., 1966. Picture, poem and song in teacher files Candle (unlit) and holder Teacher files Teacher files Nursery Rhyme Teaching Pictures, David C. Cook Publishing Co., 1967	The child will be able to name some physical activities that he himself can do.

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Objective	Activities	Resources	Evaluation
C. (continued)	4. Posters and Charts	Physical Fitness in Motion, by Frances R. Stuart, Owen Publishing Co., 1962.	
	5. Game "Let's Play Rag Doll"	Teacher files	
	6. Rhythm Band	Instruments	
	7. Songs "Robot" "Step and Clap"	Music for Young Americans, loc cit.	
	8. Story	The Make-Believe Parade by Jan Margo.	
	9. Poems "Jump, Jump, Jump!" "Marching Song"	Arbuthnot loc cit.	
	10. Record "Goin' for a Ride", "J-Jump", "Up and Down"	Sesame Street loc cit.	
	11. Resource people	Elementary P.E. & music teachers	
	12. Peabody Kit	loc cit.	
	13. Sesame Street Guides	loc cit.	

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SUBCONCEPT: 1. Physical Qualities

Objective	Activities	Resources	Evaluation
D. The child will become aware of how he looks to himself.	1. "Magic Circle to discuss physical appearance of people in general. 2. Look at self in mirror. 3. Microlabs - describe self to another person. 4. Chart 5. Get weighed and measured. 6. Mini-unit on "Birthdays" a. Discuss own birthday b. Stories about birthdays c. Poems d. Draw a birthday cake for self (with candles) e. Bulletin Board "Happy Birthday" (TV set with caption. Self-made pictures changed when someone has a birthday.	Pictures Full length mirror. "Something Your Size," Health For All Charts, loc cit. Scales and tape measure	The child will be able to describe himself, naming some of his own physical characteristics. (age, height, weight, color of eyes, hair, boy or girl, short or tall, etc.)

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TOPIC: KNOWING MYSELF

SUBCONCEPT: 1. Physical Qualities

Objective	Activities	Resources	Evaluation
D. (continued)	7. Mini-unit on "Shadows."		
	a. Observe own shadow.		
	b. Discuss picture.	"Shadows", Science Themes Teaching Pictures, David C. Cook Pub. Co., 1964.	
	c. Trace each others' shadows.	Large butcher paper	
	d. Listen to poems.	Arbuthnot, loc cit., p. 98.	
	e. Play "Shadow Tag"	Teacher files.	
	f. Make a shadow picture profile.	White paper against wall.	
	8. Game "Sometimes I'M Tall, Sometimes I'm Small - Which Am I Now?"	(teacher files)	
	9. Song "Today's My Birthday"	Music for Young Americans, loc cit. p. 111	
	10. Poem "Now We Are Six" by A.A. Milne		
	11. Record "You're Growing"	Misterogers "Won't You Be My Neighbor", Small World Enterprises, Inc.	
	12. Art activities:		
	--Draw a picture of self.	Art supplies	
	--Trace around each other and color in own features.		
	--Make stick puppet of self		

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TOPIC: KNOWING MYSELF

SUBCONCEPT: 1. Physical Qualities

Objective	Activities	Resources	Evaluation
E. The child will become aware of how he looks to other people.	1. "Magic Circle" to discuss physical characteristis in general.	Pictures	In the game "Guess Who?", the child will be able to tell when he is the person being described.
	2. Microlabs - Describe the physical characteristics of another person.		
	3. Game "Lost Child" "Blind Man's Bluff"	Sesame Stree Guide #4, loc cit., Lesson 83. Teacher files.	
	4. Songs "Guess Who" "Johnny Has Blue Eyes"	Teacher files	
	5. Mini-unit on "The Three Billy Goats Gruff" "Thumbelina" "The Ugly Duckling"	by Peter Christen Asbjørnsen by Hans Christian Anderson by Hans Christian Anderson	
	a. Listen to story b. Discuss how the different characters looked to each other. c. View the filmstrips d. Listen to records e. Dramatize the story.	Milford Library #A-21,22,23.	
	6. Another story "Smallest Boy in the Class" "Most Beautiful Woman in the World"	by Jerrold Beim Sesame Street Magazine	

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TOPIC: KNOWING MYSELF

SUBCONCEPT: 1. Physical Qualities

Objective	Activities	Resources	Evaluation
E. (continued)	7. Flannel Board story "Wee Ann"	by Kendall Browne, Story-telling with the Flannel Board, loc cit.	
	8. Draw a picture of a classmate and make a cut-out mural of "Our Friends."	Art supplies	
	9. Teacher cut a large frame to put around each child's face for other children to see. ("Mirror, mirror on the wall.")		
	10. Peabody Kit	loc cit.	
	11. Sesame Street Guides	loc cit.	
	12. DUSO Kit	loc cit.	

Reacher's Name: Nancy Winseman Grade Level: Kindergarten -12-

CONCEPT: (SELF) 1. Self understanding and acceptance. 2. All persons have dignity & worth.
3. Individuals differ in interests, abilities and attitudes.
5. Decision-making

TOPIC: KNOWING MYSELF

SUBCONCEPT: 2. Mental Qualities

Objective	Activities	Resources	Evaluation
A. The child will develop a simple understanding of the following mental processes: Think Believe Pretend Remember Forget Make decisions	1. "Magic Circle to discuss the listed mental processes. 2. Memorize the "Pledge of Allegiance" 3. Microlabs - personal experiences with the listed mental processes. 4. Talk about words and their opposites (thinking) 5. Other mental activities: --Classification --Critical thinking --Identification --Imagination --Memory practice --Auditory patterning --Relationships 6. Talk about pictures in terms of the mental processes. 7. Bulletin Board: "Real or Make-Believe?" Pictures from magazines showing real or make-believe animals.	Flag Pictures and objects Magazine pictures Magazine pictures	In group activities, the children will be able to complete stories involving each of the mental processes discussed. The child will be able to think about and follow simple directions. The child will be able to solve a simple thought problem.

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TOPIC: KNOWING MYSELF

SUBCONCEPT: 2. Mental Qualities

Objective	Activities	Resources	Evaluation
A. (continued)	8. Experience Chart: Brainstorming - Name as many things you can that ..... (i.e. come in glass containers.)	Experience chart	
	9. Games: "My favorite animal is..." "What should I do if....." Visual memory games Auditory memory games	Visual objects Following directions	
	10. Song "Counting Song"	Music for Young Americans, loc cit.	
	11. Story - "Forgetful Bear"	by Nancy Raymond	
	12. Poem "I Keep Three Wishes Ready"	Arbuthnot, loc cit.	
	13. Record "Some Things I Don't Understand"	Misterogers, loc cit.	
	14. Filmstrips "Who Am I" "How Do I Learn"	Kindle Filmstrip Series, Englewood Cliffs, N.J.: Scholastic Magazines, Inc., 1970.	

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TOPIC: KNOWING MYSELF

SUBCONCEPT: 2. Mental Qualities

Objective	Activities	Resources	Evaluation
A. (continued)	15. Flannel Board "The Three "ishes"	Story Telling With the Flannel Board, loc cit.	
	16. Role playing "Pretending"different occupations - "I would like to be a....."		
	17. Peabody Kit	loc cit.	
	18. Sesame Street Guides	loc cit.	
	19. DUSO Kit	loc cit.	
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B. The child will recognize and use his abilities in the following language skills: Listening Oral Language Writing Reading	1. "Magic Circle" to discuss briefly the importance of each of the language skills and of communication in general. 2. Mini-unit on "Mother Goose." 3. Show and Tell activities. (using a variety of procedures	Experience charts and pictures See Nursery Rhyme Teaching Pictures, David C. Cook Publishing Co., 1966.	The child will be able to name some ways he can communicate with others. The child will be able to express some ideas using oral language skil The child will be able to read and print his first na

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TOPIC: KNOWING MYSELF

SUBCONCEPT: 2. Mental Qualities

Objective	Activities	Resources	Evaluation
B. (continued)	4. Make Nursery Rhyme posters with 3-D effects	Art materials	The child will be able to recognize and name and print many of the letters of the alphabet.
	5. Bulletin Board "Mother Goose Children"	Children draw and cut out selves and pin on bulletin board.	
	6. Oral Language activities	Talking Time, by Louise B. Scott and J.J. Thompson.	
		Our Talking Circus Teacher Guidebook, Omaha, Nebraska, Educational Broadcasting Association.	
	7. Experience charts	Experience charts	
	--All the things I may need to read when I grow up.		
	--All the things I may need to listen to.		
	--All the things I may need to write.		
	--All the different people I may speak to in one day.		

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TOPIC: KNOWING MYSELF

SUBCONCEPT: 2. Mental Qualities

Objective	Activities	Resources	Evaluation
B. (continued)	8. Games: "Match-and-Check"#1-5 "Listening Games"	Scott, Foresman & Co. Fun for Fours, Fives & Sixes by Elizabeth Seatter Christensen and Helen Hansen	
	9. Song: "Alphabet Song"		
	10. Story - The Sesame Book of Letters	by Eleanor B. Feltzer, N.Y.: Little, Brown & Co., 1970.	
	11. Poems (Nursery Rhymes)		
	12. Record - "ABC-DEF-GHI"	Sesame Street Record, loc cit.	
	13. Art Activities --Draw a picture after listening to a short story. --Make something from clay and tell about it.	Paper and crayons or paint	
	14. Dramatize various stories and nursery rhymes		
	15. Flannel Board - "Rhyming Pictures" and "Color Word Recognition"	Instructo, loc cit.	

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TOPIC: KNOWING MYSELF

SUBCONCEPT: 2. Mental Qualities

Objective	Activities	Resources	Evaluation
B. (continued)	16. Learn about the telephone.	"Telephone Use and Courtesy", Kindergarten Art Activities, N.Y: F. A. Owen Publishing Co., 1962, p. 17.	
	17. Resource people	Elementary Speech teacher First Grade Teacher - writing S.L.D. teachers - reading	
	18. Worksheets (variety)		
	19. Practice printing name		
	20. Alphabet flash cards		
	21. Language workbooks	(Those used in kindergarten language curriculum)	
	22. Peabody Kit	loc cit.	
	23. Sesame Stree guides	loc cit.	
	24. DUSO Kit	loc cit.	

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TOPIC: KNOWING MYSELF

SUBCONCEPT: 2. Mental Qualities

Objective	Activities	Resources	Evaluation
C. The child will understand and use some basic kindergarten mathematical concepts according to his abilities. Counting Adding Subtracting Geometric Shapes Clock Money Simple Fractions	1. "Magic Circle" to discuss the listed math concepts -- their use and importance when an adult.	Experience Chart	The child will be able to count from 1 to 10.
	2. Counting activities	Counting blocks, pictures, and objects	The child will be able to recognize most of the numerals from 1 to 10.
	3. Observe and name items in the classroom that use numerals.	i.e. clock, calendar, book pages.	In group activities the child will be able to make one-to-one relationships.
	4. Adding and subtracting activities	Overhead projector, transparencies, counting blocks, other objects, worksheets.	
	5. Identify shapes in classroom.	Use models of geometric shapes.	The child will be able to recognize some of the simple geometric shapes.
	6. Clock activities	Large kindergarten clock with moveable hands.	
	7. Money activities	Various coins, dollar.	
	8. Fraction activities	Charts, pie shapes, glasses of water, oranges (1/2, 1/4, 1/3)	
	9. Bulletin Board "Ten Little Indians"	Instructo Bulletin Board Material, Paoli, Pennsylvania. Instructo Corp.	

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TOPIC: KNOWING MYSELF

SUBCONCEPT: 2. Mental Qualities

Objective	Activities	Resources	Evaluation
C. (continued)	10. Experience charts --List all the things you can think of that you have to buy with money. --List all the things you can think of that have the shape of a circle.	Experience charts	
	11. Game "Bingo"		
	12. Song "Five Little Alligators"	Music for Young Americans loc cit.	
	13. Record "Learning to Tell Time is Fun"	Milford Library #16	
	14. Filmstrip "Numbers All Around Us"	Milford Library #A-49	
	15. Art activities: Cut and paste geometric designs	Art supplies	
	16. Resource person (importance of math)	Sixth Grade Math Teacher or H.S. Math Dept. Head	
	17. Flannel Board	Felt shapes to count, etc.	
	18. workbooks	Kindergarten math curriculum	
	19. Peabody Kit	loc cit.	
	20. Sesame Street Guides	loc cit.	
	21. DUSO Kit	loc cit.	

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TOPIC: KNOWING MYSELF

SUBCONCEPT: 3. Emotional Qualities

Objective	Activities	Resources	Evaluation
A. The child will develop a simple understanding of Love and Hate.	1. Microlab discussions. 2. Talk about pictures showing Love and Hate. 3. Experience charts --List all the people and things I love 4. Games: "I Love You" (guess who is whispering it). Sentence completion: "I Love....." --"Lost Child" loc cit. --"I love someone in this room. He is..." (Describe him) 5. --Have a "Love-In" making Love posters on sticks. 6. Song - "I Love the Mountains" 7. Story Love is a Special Way of Feeling	Magazine pictures. Teacher files by Joan Walsh Anglund	The child will be able to name some situations in which he or someone else has experienced Love.

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TOPIC: KNOWING MYSELF

SUBCONCEPT: 3. Emotional Qualities

Objective	Activities	Resources	Evaluation
A. (continued)	8. Filmstrip "All Kinds of Feelings"	Kindle Filmstrip Series loc cit.	
	"Lady and the Tramp"	Milford Library #A-9	
	9. Art Activity --Draw a picture of someone I love and hang up pictures in classroom.	Paper and paints or crayons	
	10. Peabody Kit	loc cit.	
	11. DUSO Kit - puppetry	loc cit.	
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B. The child will develop a simple understanding of Happiness and Sadness. (This will also include joy, sorrow, pride, disappointment, sympathy and pity.)	1. "Magic Circle" to discuss the listed emotions.		The child will be able to give an example of something that makes him happy and something that makes him sad.
	2. Microlabs		
	3. Discuss pictures showing someone happy or sad	Magazine pictures	
	4. Bulletin Board "Happy or Sad?" Children's pictures of Humptey Dumptey.		
	5. Game "Which Am I, Happy or Sad" Children guess the face a child is making.		

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TOPIC: KNOWING MYSELF

SUBCONCEPT: 3. Emotional Qualities

Objective	Activities	Resources	Evaluation
B. (continued)	6. Experience charts --List all things that make people happy; sad; proud; disappointed.	Experience charts	
	7. Make two boxes for Happy and Sad. Child may write his name on slip of paper and put it in appropriate box for his feelings at beginning of day. Then discuss feelings at end of day.	Two boxes covered with contact or paper. Paint or use magic markers.	
	8. Songs "Be Happy" p. 14 "Happy Days" p. 100	Music for Young Americans, loc cit.	
	9. Story Happiness is a Warm	Puppy, by Charles Schulz	
	10. Poem "Happy Thought" p. 100	Arbuthnot loc cit.	
	11. Record "Laughing Song"	Romper Room Jack in the Box, Little World Records	
	12. Filmstrip "Cinderella"	Milford Library #A-4	
	13. Art activity: Paint a very large happy face	12 X 18 paper and paint	
	14. Social Studies Teachers' Guide p. 133+	Learning About the World, Boston: Allyn and Bacon, Inc., 1970.	
	15. Peabody Kit	loc cit.	
	16. Sesame Street Guides	loc cit.	
	17. DUSO Kit - puppetry	loc cit.	

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TOPIC: KNOWING MYSELF

SUBCONCEPT: 3. Emotional Qualities

Objective	Activities	Resources	Evaluation
C. The child will develop a simple understanding of Fear and Courage. (This will also include insecurity and confidence and embarrassment).	1. "Magic Circle" to discuss the listed emotions.		The child will be able to tell about a situation in which fear was felt.
	2. Discuss situation in which fear may be helpful.		
	3. Microlabs		The child will be able to illustrate a courageous act.
	4. Discuss three people famous for their courage. Draw pictures of them.	Information about Florence Nightingale, Charles Lindbergh, & Albert Schweitzer.	
	5. Mini-unit on "3 Little Pigs" --story --record --song --Dramatize story	Milford Library Record #11	
	6. Another story The Shy Little Kitten by Cathleen Schurr		
	7. Poem "Little Miss Muffet"		
	8. Record "Be Brave, Be Strong"	Misterogers, loc cit.	
	9. Filmstrips "Jack and the Beanstalk", "Three Billy Goats Gruff"	Milford Library #A-7 "A-21	
	10. Flannel Board "Three Billy Goats Gruff"	Instructo Flannel Board Favorite Stories	
	11. Filmstrip "Who's Afraid"	Kindle Series loc cit.	
	12. Social St. Teachers' Guide	loc cit. p. 143+	
	13. Peabody Kit and DUSO Kit	loc cit.	

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TOPIC: KNOWING MYSELF

SUBCONCEPT: 3. Emotional Qualities

Objective	Activities	Resources	Evaluation
D. The child will develop a simple understanding of Anger (and of jealousy)	1. "Magic Circle" to discuss Anger (and jealousy)		The child will be able to relate a situation in which anger was felt.
	2. Microlabs		
	3. Story Caps For Sale (also dramatize this)	by Esphyr Slobodkina	
	4. Filmstrip "Rumpelstiltskin"	Milford Library #A-18	
	5. Flannel Board "Goldilocks and the Three Bears"	Instructo, loc cit.	
	6. Social St. Teachers' Guide	loc cit. p. 143+	
	7. DUSO Kit - puppetry	loc cit.	
E. The child will develop a simple understanding of Regret and Commitment and Foregiveness. (feeling sorry, committing self to a better choice, and forgiving others)	1. "Magic Circle" to discuss the listed emotions.		The child will be able to tell a situation in which he should feel regret and what he should do about it.
	2. Microlabs		
	3. Make up stories for other children to finish.		
	4. Story That's Good, That's Bad	by Joan Lexau	
	5. Peabody Kit	loc cit.	
	6. DUSO Kit - puppetry	loc cit.	

Teacher's Name: Nancy Winseman Grade Level: Kindergarten

CONCEPT: 1. Self understanding and acceptance. 2. All persons have dignity and worth. 3. Individuals differ in interests, abilities, and attitudes. 4. Social fulfillment. 5. Honesty, dependability, generosity.

TOPIC: KNOWING MYSELF

SUBCONCEPT: 4. Social Qualities

Objective	Activities	Resources	Evaluation
A. The child will develop an understanding of social behavior relevant to his age level. Sharing Taking turns Courtesy Kindness Cheerfulness Honesty Responsibility	1. "Magic Circle to discuss the listed terms. 2. Discuss additional terms. Generous Thoughtful Forgiving Understanding Tolerant Sense of Humor Self discipline 3. Microlabs 4. Teaching pictures 5. Posters 6. Bulletin Board "Let's Be Friends" Children's pictures 7. Games "Did You Ever See a Lassie?" "In and Out the Windows" Sentence completion: "What should a person do if.....?"	"Social Development" Teaching Pictures, David C. Cook, loc cit. "Good Manners Posters" Hayes Publishing Co. Teacher files	The child will be able to differentiate between acceptable and unacceptable types of social behavior.

Teacher's Name: Nancy Winseman Grade Level: Kindergarten

CONCEPT: 1. Self understanding and acceptance. 2. All persons have dignity and worth.
3. Individuals differ in interests, abilities, and attitudes.
4. Social fulfillment. 5. Honesty, dependability, generosity.

TOPIC: KNOWING MYSELF

SUBCONCEPT: 4. Social Qualities

Objective	Activities	Resources	Evaluation
A. (continued)	8. Songs "Together" p. 2 "Be Polite" p. 17	Music for Young Americans, loc cit.	
	9. Story A Friend Is Someone Who Likes You	by Joan Anglund	
	10. Poems "Neighborly" p. 2 "Us Two" p. 92	Arbuthnot, loc cit.	
	11. Records "Somebody Come and Play" "People in Your Neighborhood" "Won't You Be My Neighbor?"	Sesame Street Record, loc cit. Misterogers, loc cit.	
	12. Filmstrip "The Ugly Duckling"	Milford Library #A-23	
	13. Art activity --Each child make a Good Manners poster of his own and put up around halls in school		
	14. Tell funny jokes or riddles		

Teacher's Name: Nancy Winseman Grade Level: Kindergarten

CONCEPT: 1. Self understanding and acceptance. 2. All persons have dignity and worth. 3. Individuals differ in interests, abilities, and attitudes. 4. Social fulfillment. 5. Honesty, dependability, generosity.

TOPIC: KNOWING MYSELF

SUBCONCEPT: 4. Social Qualities

Objective	Activities	Resources	Evaluation
A. (continued)	15. Make a "Sunshine Box." (When a child does a good deed, his name is put into	Brightly covered box with suns on each side.	
	16. Flannel Board "Chicken Little" p. 87	Storytelling With the Flannel Board, loc cit.	
	17. Resource people	--Elementary counselor --School psychologist --Principal	
	18. Have a party and talk about social behavior		
	19. Peabody Kit	loc cit.	
	20. Sesame Street Guides	loc cit.	
	21. DUSO Kit	loc cit.	
B. The child will develop an understanding of his responsibility as a citizen in a community.	1. "Magic Circle" to discuss being a citizen.		The child will be able to tell some rules he should follow in his community.
	2. Mini-unit on "Pollution". (Any appropriate activities i.e. make a litter bag.)		The child will be able to tell some

Teacher's Name: Nancy Winseman Grade Level: Kindergarten

CONCEPT: 1. Self understanding and acceptance. 2. All persons have dignity and worth. 3. Individuals differ in interests, abilities, and attitudes. 4. Social fulfillment. 5. Honesty, dependability, generosity.

TOPIC: KNOWING MYSELF

SUBCONCEPT: 4. Social Qualities

Objective	Activities	Resources	Evaluation
B. (continued)	3. Mini-unit on the Policeman		
	--Discussion	Picture of policeman	
	--Resource person	Milford policeman	
	--Game "Lost Child"	loc cit.	
	--Art - Draw policeman	Paper, crayons or paint	
	--Story	Make Way for Ducklings Milford Library	
	--Record "Motorcycle Policeman"	Teacher files	
	--Walk around town to practice traffic rules		
	--Poem "Stop, Look and Listen"	Teacher files	
	--Role playing (policeman)		
	--Experience chart List community rules		
	4. Peabody Kit	loc cit.	
	5. DUSO KIT - puppetry	loc cit.	

Teacher's Name: Nancy Winseman Grade Level: Kindergarten

CONCEPT: 1. Self understanding and acceptance. 2. All persons have dignity and worth. 3. Individuals differ in interests, abilities, and attitudes. 4. Social fulfillment. 5. Honesty, dependability, generosity, decision making. (WORK)2. Meaning of "work".

TOPIC: HOME AND FAMILY

SUBCONCEPT: MY Home and Family

Objective	Activities	Resources	Evaluation
A. The child will recognize that there are many kinds of houses.	1. "Magic Circle" to discuss --animal homes --people homes	Teacher files "Where We Live" posters	The child will be able to list some different kinds of houses.
	2. Bulletin Board Children's cut-outs of houses and hung up on mural	Art supplies	
	3. Experience chart --List all the different kinds of houses you can think of.		
	4. Game "Who Lives in This House?"	Teacher files	
	5. Song "Houses" "Turtle in a Box"	Teacher files	
	6. Story The Little House by	Virginia Lee Burton	
	7. Poem "Old Woman in a Shoe"		
	8. Filmstrip "The House That Jack Built"	Milford Library #FSS E Set 10	
	9. Field trips --Walk around block and observe different kinds of houses. --Walk to teacher's house.		

Teacher's Name: Nancy Winseman Grade Level: Kindergarten

CONCEPT: 1. Self understanding and acceptance. 2. All persons have dignity and worth. 3. Individuals differ in interests, abilities, attitudes. 4. Social fulfillment. 5. Honesty, dependability, generosity, decision making. (WORK)2.Meaning of "work."

TOPIC: HOME AND FAMILY

SUBCONCEPT: 1. MY Home and Family

Objective	Activities	Resources	Evaluation
B. The child will be aware that his home satisfies his needs and comforts.	1. "Magic Circle" to discuss --why we have houses, --what we do in each room. --furniture in each room 2. Games --Pantomime an action and other children guess which room you do it in and what you're doing. --"Tell me something you do in the....." --Describe furniture and other children guess which room it is used in. 3. Make a floor plan of a house. 4. Bring magazine pictures of rooms and paste on mural. 5. Peabody Kit 6. Sesame Street Guides 7. Social Studies Teacher Guide p. 153	loc cit. loc cit. loc cit	The child will be able to tell some reasons why we have houses.

Teacher's Name: Nancy Winseman Grade Level: Kindergarten

CONCEPT: (SELF) 1. Self understanding and acceptance. 2. All persons have dignity and worth. 3. Individuals differ in interests, abilities, and attitudes. 4. Social fulfillment. 5. Honesty, dependability, generosity. (WORK) 2. Meaning of "work".

TOPIC: HOME AND FAMILY

SUBCONCEPT: 1. MY Home and Family

Objective	Activities	Resources	Evaluation
C. The child will develop an understanding of what makes a family.	1. "Magic Circle" to discuss children's families.		The child will be able to tell how many people are in his family and who they are.
	2. Discuss other relatives Aunts, uncles, cousins, grandparents.		
	3. Bulletin board - pipe cleaners "My Family"		
	4. Song "The Family"	Teacher files	
	5. Story "Five People in my Family"	Sesame Street - teacher files	
	6. Record "Five People in my Family"	Sesame Street loc cit.	
	7. Filmstrip "Bambi"	Milford Library #A-4	
	8. Flannel Board "Family Members" "The Three Bears"	Instructo aids, loc cit.	
	9. Make a booklet of "My Family" (each child)	Art supplies	
	10. Social Studies Teachers' Guide, p. 153+	loc cit.	
	11. Sesame Street Guides	loc cit.	
	12. DUSO Kit - puppetry	loc cit.	

Teacher's Name: Nancy Winseman Grade Level: Kindergarten

CONCEPT: (SELF) 1. Self understanding and acceptance. 2. All persons have dignity and worth. 3. Individuals differ in interests, abilities, and attitudes. 4. social fulfillment. 5. Honesty, dependability, generosity, decision making. (WORK) 2. Meaning of "work", wide variety of occupations.

TOPIC: HOME AND FAMILY

SUBCONCEPT: 2. Family Workers

Objective	Activities	Resources	Evaluation
A. The child will recognize that each member of the family is important.	1. "Magic Circle" to discuss the roles of family members.		The child will be able to explain the roles of the members of his family.
	2. Posters "Family and Friends"	Teacher files	
	3. Game: "Mulberry Bush"	Teacher files	
	4. Songs "Mother's Knives and Forks"p. 10	Music for Young Americans, loc cit.	
	5. Stories Are You My Mother? Animal Daddies and My Daddy	by P. D. Eastman by Barbara S. Hazen	
	6. Record "I'd Like to Be Like Mom" "I'd Like to Be Like Dad"	Misterogers, loc cit.	
	7. Filmstrip "Old Mother Hubbard and Her Dog"	Milford Library FSS E Set 10	
	8. Flannel Board "Mrs. Peter Pig"	Storytelling with The Flannel Board, loc cit.	
	9. Social Studies Teachers' Guide p. 153+	loc cit.	
	10. Sesame Street Guides	loc cit.	
	11. DUSO Kit - puppetry	loc cit.	

Teacher's Name: Nancy Winseman Grade Level: Kindergarten

CONCEPT: (SELF) 1. Self understanding and acceptance. 2. All persons have dignity and worth. 3. Individuals differ in attitudes. 4. Social fulfillment. 5. Honesty, dependability. (WORK) 1. Wide variety of occupations. 2. Meaning of "work". 3. Introduce various occupations. 4. Occupations exist for a purpose.

TOPIC: HOME AND FAMILY

SUBCONCEPT: 2. Family Workers

Objective	Activities	Resources	Evaluation
B. The child will be conscious of the attitudes and behavior that make a family happy.	1. "Magic Circle" to discuss general family behavior. 2. Microlabs 3. Song "Helping Mother"p. 21 4. Record "When the Baby Comes" 5. Discuss how we can be like a family in the classroom. 6. Have a family meal (jello and cookies) Serve it and eat it in family groups (role playing)	Music for Young Amer. loc cit. Misterogers, loc cit. Jello, cookies, table service. School kitchen	The child will be able to name some types of favorable family behavior.
C. The child will develop the understanding that someone in the family must work to provide for the family's needs & comforts.	1. "Magic Circle" to discuss parents' occupations. 2. Microlabs - "What would I like to be when I grow up?" 3. Experience chart - list all occupations you can think of. 4. Story "What Will I Be from A to Z" 5. Resource people 6. Peabody Kit	National Dairy Council Parents of children to tell about their occupation loc cit.	The child will be able to tell about different occupations. The child will be able to tell about his parent's occupation.

Teacher's Name: Nancy Winseman Grade Level: Kindergarten

CONCEPT: (SELF) 3. Individuals differ in interests and attitudes.
5. Responsibility and dependability.
(WORK) 2. Meaning of the word "work"

TOPIC: HOME AND FAMILY

SUBCONCEPT: 3. Family Pets

Objective	Activities	Resources	Evaluation
A. The child will develop an interest in and kindness toward pets, as well as toward all living things.	1. "Magic Circle" to discuss the characteristics and habits and care of pets. 2. Microlabs - personal experiences (also fear) 3. Teaching pictures "Our Pets" "Baby Animals" 4. Bulletin Board "Pet Shop Montage" 5. Experience charts --list of various pets --list of animal sounds 6. Songs "My Kitten" p. 19 "My Dog" 7. Story Come Play With Me 8. Poems "Puppy and I" p. 43 "A Kitten" p. 46 9. Record "Sleepy Cat" 10. Filmstrip "The Tale of Tom Kitten" 11. Field trip - Visit an animal shelter	Hayes Publishing Co., loc cit. Each child draws a pet and frames it for Pet Shop windows. Music for Young Amer. loc cit. Teacher files by Mabel Watts Arbuthnot, loc cit. Misterogers, loc cit. Milford Library #FS E Pot	The child will be able to tell how to care for a pet of his choice. The child will be able to tell how we treat other living things

Teacher's Name: Nancy Winseman Grade Level: Kindergarten

CONCEPT: (SELF) 3. Individuals differ in interests and attitudes. 5. Responsibility and dependability. WORK) 2. The meaning of the word "work".

TOPIC: HOME AND FAMILY

SUBCONCEPT: 3. Family Pets

Objective	Activities	Resources	Evaluation
A. (continued)	12. Rhyming activities (Think of words that rhyme with the names of various pets).		
	13. Games "Doggie and the Bone" "What Am I" (Describe pet)	Teacher files	
	14. Bring stuffed animals and have a "pet show".		
	15. Bring real pets from home.		
	16. Worksheet - Draw in the missing part in pictures of pets.	Ditto worksheets	
	17. Finger Plays "Turtle in a Box" "Creeping, Creeping"	Teacher files	
	18. Care for a pet at school.	Pet and cage or habitat	
	19. Invite other teachers to show their classroom pets		
	20. Art - Make a bunny puppet on a stick. Make a turtle from a paper plate.	Art supplies	
	21. Resource people	Veterinarian; Dog breeder	
	22. Peabody Kit and Sesame Street Guides		

Teacher's Name: Nancy Winseman Grade Level: Kindergarten

CONCEPT: 1. Self understanding and acceptance. 2. All persons have dignity and worth. 5. Dependability, responsibility, decision making.

TOPIC: HOME AND FAMILY

SUBCONCEPT: 4. Safety in the Home

Objective	Activities	Resources	Evaluation
A. The child will develop a simple understanding of home safety rules. Fire Street Tools Car safety Falling Strangers Medicines Plastic bags Old refrigerators Knives and scissors	1. "Magic Circle" to discuss safety rules pertaining to the listed items. 2. Microlabs 3. Teaching pictures 4. Discuss bicycle safety 5. Discuss Halloween safety 6. Mini-unit on Fire Prevention 7. Learn important safety signs 8. Experience charts List safety rules 7. Game "Safety Sam Says" 8. Bulletin Board "Wise Up to Safety" 9. Song "The Traffic Policeman" 10. Story Your Friend the Policeman by Miss Frances (Ding Dong School)	"Safety Teaching Pictures" David C. Cook, loc cit. Teacher files STOP, DANGER, Traffic light, Skull and Crossbones (Like Simon Says) Wise owl with safety slogans Music for Young Americans, loc cit.	The child will be able to tell some safety rules to use at home.

Teacher's Name: Nancy Winseman Grade Level: Kindergarten

CONCEPT: 1. Self understanding and acceptance. 2. All persons have dignity and worth.
5. Dependability and responsibility.

TOPIC: HOME AND FAMILY

SUBCONCEPT: 4. Safety in the Home

Objective	Activities	Resources	Evaluation
A. (continued)	11. Poem "The Policeman" p. 12	Arbuthnot, loc cit.	
	12. Record "The Fire Truck Song"	Music for Young Americans (Record) loc cit.	
	13. Filmstrip "The Cow Who Fell in the Canal"	Milford Library #FSS E Set 15	
	14. Dramatize safety rules.		
	15. Take a safety walk around the block.		
	16. Make a drawing of a traffic light and color it	Art supplies	
	17. Field Trip to Lincoln Police Station.		
	18. Resource person	Highway patrolman (bicycle safety, safety in a car)	
	19. Peabody Kit	loc cit.	
	20. Sesame Street Guides	loc cit.	
	21. DUSO Kit - puppetry	loc cit.	

Teacher's Name: Nancy Winseman Grade Level: Kindergarten

CONCEPT: 1. Self understanding and acceptance.
2. All persons have dignity and worth.

TOPIC: HOME AND FAMILY

SUBCONCEPT: 5. Family Health

Objective	Activities	Resources	Evaluation
A. Each child will develop a knowledge of health rules and good grooming habits. Healthful foods Fresh air Exercise Proper dress Keeping clean Sleep Sunshine Drinking water Milk Care of teeth Germs Brushing teeth Keeping clean Being neat Care of hair. Care of fingernails Good posture Pleasant smile	1. "Magic Circle" to discuss keeping healthy. 2. Microlabs 3. Teaching Pictures 4. Charts 5. Posters "Twelve Good Health Posters" 6. Experience Charts "A Good Breakfast" "A Good Lunch" "A Good Supper" 7. Bulletin Board "Good Health Tree" 8. Game "Mulberry Bush" 9. Song "Wake Me" p. 14	"Food and Nutrition", "Health and Cleanliness" David C. Cook, loc cit. "What We Do Day by Day" National Dairy Council Health For All, Scott, Foresman & Co. (kindergarten) Kenworthy Educational Service, Inc., N.Y. Fruits are good health rules Use health and grooming rules Music for Young Amer., loc cit.	The child will be able to: --Tell some good health rules. --Tell some good grooming habits. --Draw a picture of some healthful foods.

Teacher's Name: Nancy Winseman Grade Level: Kindergarten

CONCEPT: 1. Self understanding and acceptance.
2. All persons have dignity and worth.

TOPIC: HOME AND FAMILY

SUBCONCEPT: 5. Family Health

Objective	Activities	Resources	Evaluation
A. (continued)	10. Story "Stone Soup"	by Marcia Brown	
	11. Filmstrip "Stone Soup"	Milford Library #FS 1101	
	12. Poem "Cleanliness" p. 11	Goops and How To Be Them by Gelett Burgess.	
	13. Record "Everybody Wash"	Sesame Street Record, loc cit.	
	14. Do exercises to records	"Alley Cat," N.Y.: Atco Records.	
	15. Art Activities		
	--Make a table exhibit of cartons from healthy foods.		
	--Make a 3-D "Cleanliness Poster". Use actual items.	i.e. toothbrush, toothpaste, comb, brush, soap, kleenex.	
	--Make a mural of pictures of children using good health rules and grooming habits.		
	16. Flannel Board "Our Daily Bread"	Story Telling With The Flannel Board, loc cit.	
	17. Role-playing (hospital)		

Teacher's Name: Nancy Winseman Grade Level: Kindergarten

CONCEPT: 1. Self understanding and acceptance.
2. All persons have dignity and worth.

TOPIC: HOME AND FAMILY

SUBCONCEPT: 5. Family Health

Objective	Activities	Resources	Evaluation
A. (continued)	18. Experiments --To show why we need to wash frequently, several children may wear white gloves for awhile in the classroom. --To show how good posture helps us to breathe easier, do the following: slump over and take a deep breath. Sit or stand tall and take a deep breath. Which is easier for use to breathe?	white gloves	
	19. Make some healthful foods in the classroom. Vegetable soup Fruit salad Jello Instant Pudding Instant Oatmeal	Ingredients	
	20. Peabody Kit	loc cit.	
	21. Sesame Street Guides	loc cit.	
	22. DUSO Kit	loc cit.	

Teacher's Name: Nancy Winseman Grade Level: Kindergarten

CONCEPT: 1. Self understanding and acceptance. 2. All persons have dignity and worth. 3. Individuals differ in interests. 4. Social fulfillment. 5. Decision making.

TOPIC: HOME AND FAMILY

SUBCONCEPT: 6. Seasons and Holidays

Objective	Activities	Resources	Evaluation
A. The child will recognize the differences in the four seasons. Fall Winter Spring Summer	1. "Magic Circle" to discuss characteristics and effects of the seasons.		The child will be able to relate ideas about the four seasons.
	2. Teaching pictures	"Seasons" David C. Cook, loc cit.	
	3. Mini-units on Weather, Night and Day, and Space	Teacher files	
	4. Game "I'm Going to the Moon and I'll Take....."		
	5. Bulletin Board "The Four Seasons" Four separate boards, identifying season symbols put together in shapes of acorn - Fall; Evergreen Tree - Winter; Flower - spring; Butterfly - Summer.	Art supplies	
	6. Song "The Wind is Cold" p. 44	Music for Young Americans, loc cit.	
	7. Story Katy and the Big Snow	by Virginia Lee Burton	
	8. Poem "The Wind" p. 143	Arbuthnot, loc cit.	
	9. Records "The Bumbershoot" "The Shivers"	Music for Young Americans Record, loc cit.	

Teacher's Name: Nancy Winseman Grade Level: Kindergarten

CONCEPT: 1. Self understanding and acceptance. 2. All persons have dignity and worth. 3. Individuals differ in interests. 4. Social fulfillment. 5. Decision making.

TOPIC: HOME AND FAMILY

SUBCONCEPT: 6. Seasons and Holidays

Objective	Activities	Resources	Evaluation
A. (continued)	10. Flannel Board "Seasons"	David C. Cook, loc cit.	
	11. Field trip to Planetarium		
	12. Resource person	Lincoln Weather Man	
	13. Peabody, Sesame Street & DUSO - loc cit.		
B. The child will be familiar with various holidays.	1. "Magic Circle" to discuss family traditions.		The child will be able to relate ideas about some holidays.
	2. Bulletin Boards (appropriate for each holiday)		
	3. Songs		
	4. Stories		
	5. Poem "Holiday" p. 143	Arbuthnot, loc cit.	
	6. Record "Songs for Special Days"	Music for Young Americans, loc cit.	
	7. Filmstrip "A Christmas Card"	Milford Library #A-38	
	8. Resource person	Santa Claus	
	9. Flannel Board "Holidays"	David C. Cook, loc cit.	
	10. Holiday parties		
	11. Peabody, Sesame Street, DUSO	- loc cit.	

Teacher's Name: Nancy Winseman Grade Level: Kindergarten

CONCEPT: 1. Self understanding and acceptance. 2. All persons have dignity and worth. 3. Individuals differ in interests and abilities. (WORK) 1. Wide variety of occupations 4. Occupations exist for a purpose.

TOPIC: HOME AND FAMILY

SUBCONCEPT: 7. City Families

Objective	Activities	Resources	Evaluation
A. The child will develop a simple understanding of city life. Buildings Bridges Parks People Amusements	1. "Magic Circle" to discuss family excursions to a city. 2. Large teaching picture of City. 3. Experience charts - list things about the topics 4. Compare phone book of Milford and Lincoln. 5. Discuss Lincoln, our capitol, and other big cities. 6. Bulletin board = map of Milford 7. Song "To Market" p. 87 8. Story I Like to Live in the City 9. Poems "City Street2 p. 79 "Block City" p. 92 10. Record "Sidewalks of New York" 11. Filmstrip "The Pied Piper" 12. Flannel Board "The Bremen Town Musicians" p. 118 13. Art - Draw a big bridge. 14. Field trip - School bus tour of Lincoln. 15. Walk downtown in Milford and compare with Lincoln.	World Book Encyclopedia Music for Young Amer. loc cit. by Margaret Hillert Arbuthnot, loc cit. Charlie Brown Record Milford Library #A-16 Story Telling With The Flannel Board, loc cit. Make one out of straws and clay.	The child will be able to name a big city and compare it with his own town.

Teacher's Name: Nancy Winseman Grade Level: Kindergarten

CONCEPT: 1. Self understanding and acceptance. 2. All persons have dignity and worth. 3. Individuals differ in interests and abilities. (WORK) 1. Wide variety of occupations. 4. Occupations exist for a purpose.

TOPIC: HOME AND FAMILY

SUBCONCEPT: 8. Farm Families

Objective	Activities	Resources	Evaluation
A. The child will develop a simple understanding of farm life.	1. "Magic Circle" to discuss farm experiences and farm animals.		The child will be able to explain some differences between city life and farm life.
	2. Teaching pictures	"Farm" David C. Cook, loc cit.	
	3. Bulletin board - children cut-outs of farm animals		
	4. Song "Old MacDonald's Farm"		
	5. Story The Cozy Little Farm	by Louise Bonino	
	6. Poem "The Crafty Farmer" p.	16 Arbuthnot, loc cit.	
	7. Record "Old MacDonald's Farm"	Music for Young Amer. loc cit.	
	8. Filmstrip "Peter Rabbit"	Milford Library #A-15. (record)	
	9. Game "Farmer in the Dell"		
	10. Flannel Board "Farm Songs"	David C. Cook, loc cit.	
	11. Art - make a table farm	Sand and plastic farm animals.	
	12. Field trips	Welsch Pony Farm Bus trip to see where farm children live.	
	13. Peabody Kit	loc cit.	
	14. Sesame Street Guides	loc cit.	
	15. DUSO Kit	loc cit.	

Teacher's Name: Nancy Winseman Grade Level: Kindergarten

CONCEPT: 1. Self understanding and acceptance. 2. All persons have dignity and worth. 3. Individuals differ in interests. 4. Social fulfillment.(WORK) 1. Wide variety of occupations. 2. Meaning of "work". 4. Occupations exist for a purpose.

TOPIC: HOME AND FAMILY

SUBCONCEPT: 9. Family Fun

Objective	Activities	Resources	Evaluation
A. The child will be conscious of Family Trips - his own and his classmates'.	1. "Magic Circle" to discuss Family Trips.		The child will be able to tell about a vacation spot and a mode of travel.
	2. Experience charts List vacation spots		
	3. Other discussions: Camping, motels, cabins, mountains, oceans, lakes, parks, fishing, swimming, water skiing, related occupations.	Magazine pictures	
	4. Mini-unit on Travel	Teacher files	
	5. Game "I'm going to.....and I will take....."		
	6. Bulletin Board - travel pictures		
	7. Song "At a Picnic" p. 101	Music for Young Amer. loc cit.	
	8. Story How Do We Travel?	by Miriam Schlein	
	9. Poem "Travel" p. 73 "Sea Fever" p. 76	Arbuthnot, loc cit.	
	10. Record "Goin' For a Ride"	Sesame Street Record loc cit.	
	11. Filmstrip "Alice in Wonderland"	Milford Library #A-1	
	12. Flannel Board "Melody, the Musical Bus"	Storytelling With The Flannel Board, loc cit.	
	13. Peabody Kit	loc cit.	
	14. Sesame Street Guides	loc cit.	
	15. DUSO Kit	loc cit.	

Teacher's Name: Nancy Winseman Grade Level: Kindergarten

CONCEPT: (SELF) 1. Self understanding and acceptance. 2. All persons have dignity and worth. 3. Individuals differ in interests and abilities. 4. Social fulfillment. (WORK) 1. Wide variety of occupations. 2. Meaning of "work". 4. Occupations exist for a purpose.

TOPIC: HOME AND FAMILY

SUBCONCEPT: 9. Family Fun

Objective	Activities	Resources	Evaluation
B. The child will develop an understanding of the ZOO, its animals and workers.	1. "Magic Circle" to discuss zoo experiences, animals, workers, safety, wild animals.		The child will be able to name some zoo workers and animals.
	2. Teaching pictures	"Zoo" David c. Cook, loc cit.	
	3. Game: "Did You Ever See a Panda"	Teacher files	
	4. Experience chart - list all zoo animals you can think of		
	5. Bulletin Board "We Visit the Zoo" Zoo animals in cages.	Art supplies.	
	6. Song "Squeaker at the Zoo"	Music for Young Americans, loc cit. (also record)	
	7. Story Lost in the Zoo by	Berta Hader	
	8. Poem "Excuse Us, Animals in	the Zoo" p. 67 Arbuthnot, loc cit.	
	9. Film "Zoo Animals of Our Storybooks"	University of Nebraska Film Library	
	10. Flannel Board "Cary Kangaroo"	Storytelling with The Flannel Board, loc cit.	
	11. Dramatize an imaginary trip to the zoo.		
	12. Field trip to a zoo		
	13. Peabody Kit	loc cit.	
	14. Sesame Street Guides	loc cit.	
	15. DUSO Kit	loc cit.	

Teacher's Name: Nancy Winsenan Grade Level: Kindergarten

CONCEPT: 2. All persons have dignity and worth. 3. Individuals differ in abilities and interests. (WORK) 1. Wide variety of occupations. 2. Meaning of "work". 4. Occupations exist for a purpose.

TOPIC: HOME AND FAMILY

SUBCONCEPT: 9. Family Fun

Objective	Activities	Resources	Evaluation
C. The child will develop an understanding of the CIRCUS, its workers and animals.	1. "Magic Circle" to discuss circus experiences, workers, and animals. 2. Discuss pictures 3. Experiences charts --List workers --List animals 4. Talk about the five senses in connection with the circus. 5. Game "Follow the Leader" Circus Parade with rhythm band instruments 6. Bulletin Board "A Circus Color Clown 7. Song "The Elephant"p. 62 8. Story The Great Big Wild Animal Book by Feador Rojankowsky 9. Poem "The Elephant's Trunk" 10. Record "Lion and Elephant" 11. Filmstrip "Dumbo" 12. Flannel Board "Circus Songs" 13. Art - make a clown puppet 14. Make a circus parade mural 15. Peabody, Sesame Street, DUSO - loc cit. 16. Eat popcorn	Weekly Reader Circus pictures Art supplies Music for Young Amer. loc cit. Arbuthnot, loc cit. p. 67. Misterogers, loc cit. Milford Library #A-20 David C. Cook, loc cit. Poster board and tongue depressor	The child will be able to name some circus workers and animals

Teacher's Name: Nancy Winseman Grade Level: Kindergarten

CONCEPT: 1. Self understanding and acceptance. 2. All persons have dignity and worth. 3. Individuals differ in interests, abilities, and attitudes. 4. Social fulfillment.

TOPIC: HOME AND FAMILY

SUBCONCEPT: 10. Other Families of the World

Objective	Activities	Resources	Evaluation
A. The child will become aware of other families of the world. Eskimo Central America South America Europe Africa Asia Samoa	1. "Magic Circle" to discuss family life in other lands. 2. Teaching pictures "Children Around the World" 3. Large poster and Social St. Manual 4. Bulletin Board "Faces Around the World" 5. Song "Freres Jacque" 6. Story The Brave Little Goat by Alphonse Daudet 7. Poem "Ring Around the World" p. 81, Arbuthnot, loc cit. 8. Filmstrip "Kofi: An African Boy" Milford Library #A-8 9. Flannel Board "Pedro's Christmas Flower" Storytelling With the Flannel Board, loc cit. 10. Resource people Foreign language students	Pictures of children around the world Encyclopedias David C. Cook, loc cit. "Children Around the World" National Dairy Council "Children in Other Lands" (Social Studies) Paper plates and art supplies Teacher files	The child will be able to tell something about a family in another country.
B. The child will become aware of the advantages of living in America.	1. "Magic Circle" to discuss why we should be glad we live in America. 2. Mini-unit on Americanism 3. Work a puzzle map of the U.S. 4. Sing patriotic songs 5. Discuss pictures of scenes of america	Flag, posters Map puzzle Magazine pictures	The child will be able to tell why he is glad he lives in America.

Teacher's Name: Nancy Winseman Grade Level: Kindergarten

CONCEPT:(SELF) 1. Self understanding 2. All persons have dignity and worth. 3. Individuals differ in interests and abilities. 4. Social fulfillment. 5. Dependability.
(WORK) 1. Wide variety of occupations. 2. Meaning of word "work" 4. Occupations exist for a purpose.

TOPIC: SCHOOL

SUBCONCEPT: 1. My School

Objective	Activities	Resources	Evaluation
A. The child will acquire an understanding of the purpose and goals of school. --Why do we have schools? --Why do we need rules in the classroom? -What are some things I like about school? --Things I do not like about school. --How can I do my best at school?	1. "Magic Circle" to discuss purpose and goals of school. 2. Microlabs 3. Experience charts --All the things I want to learn in school. --Things I like about school. 4. Bulletin Board - class pictures in windows of school. 5. Song and Game "This is the Way We Go to School" 6. Story I Like Kindergarten by Clara Cassidy 7. Poem "School is Over" p. 84 8. Filmstrip "Pinocchio" 9. Flannel Board "The Giraffe Who Went to School" 10. Dramatize "Mary Had a Little Lamb" 11. Art - Draw a picture of "My School" 12. Social Studies Teachers' Manual "Learning About the World" 13. Field Trips to schools 14. DUSO Kit	Arbuthnot, loc cit. Milford Library #A-17 Storytelling With The Flannelboard, loc cit. loc cit. p. 25+ High School, Technical College loc cit.	The child will be able to discuss some common questions about his school - its purpose and goals.

Teacher's Name: Nancy Winsenan Grade Level: Kindergarten

CONCEPT: (SELF) 1. Self understanding. 2. All persons have dignity and worth. 3. Individuals differ in interests and abilities. 4. Social fulfillment. 5. Dependability. (WORK) 1. Wide variety of occupations. 2. Meaning of "Work". 3. Introduce various occupations. 4. Occupations exist for a purpose. (CAREER) 1. Performance.

TOPIC: SCHOOL

SUBCONCEPT: 2. School Safety AND 3. School Workers

Objective	Activities	Resources	Evaluation
A. The child will realize the importance of school safety. (Indoors and Outdoors)	1. "Magic Circle" to discuss school safety and why we need rules. 2. Walk around outdoors and discuss playground rules. 3. Discuss & practice fire drills. 4. Bulletin board "Safety Sam" holding safety slogan signs. 5. Song "The Merry-Go-Round" p. 55 Music for Young Amer. loc cit. 6. Story Romper Room Safety Book by Nancy Claster 7. Poem "The Swing" p. 94 Arbuthnot, loc cit. 8. Film "Safety on the Playground" U. of N. film library 9. Make up safety stories	Social Studies Teachers' Manual loc cit. p. 25+	The child will be able to tell some school safety rules.
B. The child will become familiar with the jobs of school workers. Teacher, Principal Secretary, Aides, Counselor, Librarian, Special Teachers, Custodian, Cooks, Bus Drivers, Superintendent	1. "Magic Circle" to discuss why we need many people to operate a school. 2. Teaching Pictures "School Workers" (Study Print Set) Milford Library #SP 371 3. Bulletin Board (school workers looking out of windows of school). 4. Song "The School Bus" p. 3. Music for Young Amer. loc cit. 5. Story Peter Goes to School by Wanda R. House 6. Visit various school workers		The child will be able to name some school workers and tell what work they do.

TEACHER'S NAME Mary Jennings Grade Level Kindergarten

ELEMENT: Self Awareness; Educational Awareness; Career Awareness; Attitudes and Appreciations

Unit Title: School Workers

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. Following the field trip to Milford School the Kindergarten child will show his knowledge of each school worker by being able to identify 4 out of 8 workers in their environment when shown a colored photograph of the worker.	Discussion--school principal Filmstrip: "The Principal" Classroom visit by principal Experience Chart: "Duties of a Principal"	School Workers--Milford Library School Helpers--Flannelboard Figures--Milford Library Photo of our principal and his office. Our School Workers Series School Friends and Activities.	The child will identify four or more school workers when shown a colored photograph of the worker in his environment.
2. After the lessons each child will show his comprehension of the duties of school workers by orally listing 2 of the duties of each worker shown on the experience charts.	Experience Chart "Duties of A Principal" Display tools--books, blueprints, etc. BOOKS: School Helpers About School Helpers	 Bennett Martin Library Milford Library	The child will orally list 2 duties of each school worker.
3. After an introduction to the tools used by each school worker the child will manipulate some of the tools in a role playing situation which will be evaluated by teacher observation.	Draw picture of the principal. Begin bulletin board "Out School Workers" Field trip to principal's office.		3. The child will manipulate tools used by school workers in a role playing situation and will be evaluated by teacher observation.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
All 3 objectives apply to the following school workers: 1. Principal 2. Secretary 3. Nurse 4. Janitor 5. Librarian 6. Cooks 7. Teachers 8. Bus driver	1. Discussion--School Secretary Proper use of tools 2. Filmstrip 3. Experience chart "Duties of a Secretary" 4. BOOKS: School Helpers I Want to be a Secretary Childcraft Volume 10, p. 163, and 194. 5. Display of tools--typewriter, telephone, etc. 6. Field trip to secretary's office. 1. Discussion: School Nurse 2. Filmstrip 3. Classroom visit by school nurse to: a. show tools b. weigh and measure c. check eyes	School Workers--picture School helpers--flannelboard Photo of our secretary and her office. Our School Workers Series. Bennet Martin Library Milford Library MIlford Library School Workers--picture School Helpers--flannelboard Photo of our School Nurse Our School Workers Series	

TEACHER'S NAME Mary Jennings Grade Level Kindergarten

ELEMENT

Unit Title: School Workers

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	4. Experience Chart "Duties of a School Nurse"		
	5. BOOKS: Childcraft, Vol. 10, p. 67 School Helpers Doctors and Nurses I Want To Be a Nurse I Know a Nurse	Milford Library Bennett Martin Library " " " " " " " " "	
	6. Puzzle "The Nurse"	Milford Library	
	7. Make figure of nurse from small cereal box or stick puppet.		
	1. Discussion: School Janitor	School Workers, Milford Library School Helpers--flannelboard Photo of our janitor at work.	
	2. Classroom visit by janitor to: a. tell of work b. show tools c. explain how we can help d. stress restroom cleanliness		
	3. Experience chart 'Duties of our Janitor"		

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	4. BOOKS: School Helpers Childcraft, Vo. 10, p. 156	Bennett Martin Library	
	5. Filmstrip: "The Janitor"	Our School Workers Series	
	6. Draw and color picture of janitor		
	1. Discussion: School Librarian	School Workers--picture School Helpers--flannelboard Photo of our librarian in the library	
	2. Filmstrip	Our School Workers Series	
	3. Experience Chart: "Duties of a Librarian"		
	4. BOOKS: I Want to be a Librarian	Milford Library	
	Childcraft, Vo. 10, pp. 292, 194.	" "	
	At the Library	Bennett Martin Library	
	The School Library	" " "	
	I Know a Librarian	" " "	
	5. Puzzle: "The Librarian"	Milford Library	
	6. Field trip to the library to learn: a. what is a library? b. How can the librarian help us? c. How can we help the librarian?		

TEACHER'S NAME Mary Jennings Grade Level Kindergarten

ELEMENT

Unit Title: School Workers

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	d. How do we take care of a book from the library?		
	1. Discussion: School cooks Stress--uniform cleanliness good food	School Workers--picture School helpers--flannelboard Photo of our school cook	
	2. Filmstrip	Our School Workers Series	
	3. Experience Chart "Duties of the School Cook"		
	4. Visit the school kitchen and meet the cook.		
	5. Stay for lunch		
	6. BOOK: Childcraft--Vol. 10, p. 216.		
	7. Display table--tray, silverware, large pots and pans, etc.	Kitchen Supplies	
	8. Paint picture of cook at work.		
	1. Discussion: School Teachers	School Workers--picture School Helpers--flannelboard Large pictures	
	2. Filmstrip	Our School Workers Series	

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	3. Experience chart: "Duties of a Teacher"		
	4. Discussion: How Can We Help The Teachers in Our School		
	5. Meet teachers in our building.		
	6. BOOKS: School Helpers I Want to be a Teacher We Like Kindergarten	Bennett Martin Library " " " Milford School Library	
	7. Puzzle: "The Teacher"	Milford Library	
	1. Discussion: School Bus Driver	School Workers--picture School Helpers--Flannelboard	
	2. Filmstrip	Our School Workers Series	
	3. Classroom visit by bus driver to: a. allow all children to get on the school bus. b. discuss safety rules c. tell about job of being a bus driver. d. learn how we can help the driver		
	4. Experience chart: "Duties of the School Bus Driver"		

TEACHER'S NAME Mary Jennings

Grade Level Kindergarten

ELEMENT

Unit Title: School Workers

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	5. BOOKS: Here Comes the Bus I Want to be a Bus Driver School Helpers	Milford School Library Bennett Martin Library	
	6. Songs: "The School Bus" "The Wheels on the Bus"	Music for Young Americans, Kindergarten, p. 3 Teacher Files	
	7. Games to play during and after the completion of this unit: a. Who Is Here? b. What Am I? c. Who Uses Me? d. Which School Worker	Teacher file " " " " " "	

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

Name: Mary Jennings

Unit: School Workers

Day	MATH	LANG. ARTS	SCIENCE	SOC. STUD.	GUIDANCE	MUSIC	MED. SKILLS	PHYS. ED.	ART	HEALTH
1	Weigh and measure each student	Discussions Books Puzzles Telephone etiquette		Filmstrips about school helpers	Classroom visits by school workers	Songs		Field trip to Milford School	Pictures of School speakers--puppets. Bulletin Board Paintings	Book care and checking out library books.
2		Experience charts Books and pictures. Photographs Discussions		Filmstrips	Classroom visits					
3	Counting lunch money	Books about tools used by school workers. Games	Lunch at school	Display of tools. Filmstrips Class visits and showing tools.						

TEACHER'S NAME Mary Jennings Grade Level Kindergarten

ELEMENT: Self Awareness, Educational Awareness, Career Awareness, Beginning Competency, Attitudes and Appreciation

Unit Title: Bakers

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. Upon completion of the unit, each kindergarten child will display his knowledge of the three types of bakers in his paintings and oral dictation which will be evaluated by the teacher.	1. Class discussion about types of bakers: a. factory/bakery shop workers b. individuals in their own homes for profit c. individuals in their own homes for pleasure		1. The child will paint 3 pictures of bakers and dictate his responses about the pictures.
	2. Experience Chart: "What Does a Baker Do?"		
	3. Filmstrip: "The Baker"		
	4. STORIES: At the Bakery The Baker's Children Let's Go to a Bakery Jimmie & Jane at the Bakery A Trip with Baker Bill A Visit to the Bakery The Story of a Loaf of Bread	Bennett Martin Library Bennett Martin Library Milford School Library Teacher files Free materials from Continental Baking Co., Inc. Home Economics Dept. P.O. Box 731 Rye, New York 10580	
	5. Field trip to a bakery		
	6. Experience Chart: "Tools a Baker Needs"	Chart Paper	
	7. Poem: "Mr. Baker, the Businessman"	Our Working World, Grade 1, SRA, p. 150	

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	8. Resource person to explain baking, decorating and selling cakes--demonstrate how to decorate a cake.		
	9. Experience chart: "All the things a Baker Can Bake"		
	10. Bulletin Board--"Use Your Five Senses", display table with baking ingredients use five senses to identify.		
	11. Songs: "The Bakery Truck" "Mister Baker"	Singing Fun, p. 53 The American Singer Book 1, p. 20	
	12. Fingerplay: "The Cookie Jar"	Teacher files	
2. For one week following the lessons on dependability, honesty, and cleanliness, each child will respond by using these qualities in his associations with others which will be judged by teacher observation.	13. Story: "The Gingerbread Man" presented by: a. flannelboard figures b. story book c. puppets d. choral speaking	Teacher files	2. Teacher observation of 3 qualities used in daily classroom social interactions.
	14. Bake gingerbread men	Ingredients; cookie cutter, cookie sheet	
	15. Story: "The Little Red Hen" a. Puppets	Teacher files	

TEACHER'S NAME Mary Jennings Grade Level Kindergarten

ELEMENT

Unit Title: Bakers

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	b. flannelboard c. storybook d. act out e. listening activity using animal sounds		
	16. Sequence Pictures of The Little Red Hen.		
	17. Bake bread	Ingredients, bread pans	
	18. Make class booklets containing recipes of our favorite baked goods.		
	19. DUSO	American Guidance Associates	
3. By the end of the unit, the kindergartener will apply his knowledge about the work of a baker in a role playing situation which will be evaluated by teacher observation.	20. Make a classroom bakery use play money 1¢, 5¢, 10¢.		The child will demonstrate his knowledge about a baker in the classroom bakery or playhouse which will be observed and evaluated by the teacher.
	21. Make baker aprons and hats.		
	22. Make clay bakery goods using clean hands, aprons and hats.	clay rolling pins	
	23. Game: "Who Can Bake the Cake"	teacher files	

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

Mary Jennings | Kindergarten | Bakers

[illegible]	MATH	LANG. ARTS	SCIENCE	SOC. STUD.	GUIDANCE	MUSIC	MSD. SKILLS	PHYS. ED.	ART	LITERATURE
[illegible] #1		class discussions experience charts Read stories Fingerplay "The Cookie Jar Poem" "Mr. Baker the Business man"	Filmstrip: "The Baker" Field trip Display table		Resource Person Free Materials	Songs			Paint Pictures	
XXX										
#2 XX	Measure ingredients	Puppets Dramatic play Listening activity sequence pictures	Bake bread Bake gingerbread men		DUSO				Booklet covers	
#3 XX	Use play money			Classroom bakery Game: "Who Can Bake the Cake"					Baker hats and aprons Clay "bakery goods"	
XX										

TEACHER'S NAME Mary Jennings Grade Level Kindergarten

ELEMENT: Self Awareness, Educational Awareness, Career Awareness, Attitudes and Appreciation

Unit Title: Barbers and Beauticians

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. Following the field trip each kindergarten child will demonstrate by example his comprehension of the services provided by a beautician which will be evaluated by his oral dictation.	1. Discussions: Schooling tools used license services various titles 2. FILMSTRIP: "The Neighborhood Beautician" 3. Display table--learn names of items such as rollers, picks, clippies, permanent, etc. 4. Field trip to a beauty shop.	Pictures Flannelboard figure Community Workers Milford Library	1. Each child will draw a picture of a beautician performing a service and dictate his explanation.
2. Upon completion of the unit, each kindergartener will recall his knowledge of the services a barber provides by orally identifying 2 out of 3 services studied.	5. Discussion about barbers. 6. Experience charts: The tools a Barber Uses The Services a Barber gives 7. BOOK: Billy the Barber 8. FILMSTRIP: "The Neighborhood Barber" 9. Puzzle--The Barber 10. SONGS: "Barber, Barber" "The Barber" "The Barber"	Pictures flannelboard figure Milford School Library Music for Young Americans, p. 94 The First Grade Book;, Ginn & CO. p. 76 The American Singer Book 1, p. 180	2. The child will orally list two out of three services provided by a barber.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	11. Field trip to barber shop or a barber come into the classroom to talk about his work.		

Mary Jennings

Barbers and Beauticians

JECTIVE	MATH	LANG. ARTS	SCIENCE	SOC. STUD.	GUIDANCE	MUSIC	MST. SKILLS	PHYS. ED.	ART	LIBRARIAN
fer to #1		discussions display table dictation			Filmstrip: The Neighbor-hood Beautician			Field trip	Crayon Drawings	
#2		discussion experience charts		Book: Billy the Barber Puzzle: The Barber Resource person: a barber.	Filmstrip: The Neighbor-hood Barber	Songs		Field trip		
#3										
#4										
#5										

Teacher's Name Helen Micek

Grade Level Special Education

ELEMENT

Unit Title: Domestic Services--Housekeeping

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. After discussion of duties of a housemaid is completed, the student will be able to apply his knowledge by roleplaying the duties of cleaning one room of a home.	1. Introduce unit by showing pictures of a very messy bedroom. Discuss why it is messy and what needs to be done to clean it. 2. Do above with living room, kitchen, and bathroom. 3. Prepare a time line or schedule showing what to do first and how long it will take to put home in order.	Pictures from magazines such as Better Homes and Gardens, Good Housekeeping etc.	Students go through a housekeepers day. Each student pantomines or role plays the cleaning of one of the rooms of a home.
2. After completing the part of the unit related to housekeeping equipment, the student will be able to apply his knowledge by demonstrating the safe use of 3 household appliances and will be able to name and tell use of 7 out of 10 appliances when shown pictures of the appliances.	1. Students gather together from home etc., models of cleaning equipment and set up display. 2. Bring in each piece of equipment. Discuss parts, safety in use, and when to use it. 3. Show students how to use equipment. 4. Take field trip to appliance store. Choose necessary appliances	1. PeaBody Language Kit, Level P. Pictures of Household equipment. 2. General Equipment--Vacuum cleaner, carpet sweeper, dust pans, brooms, pails, mops, wax appliers, brushes, sponges, cloths, step stool. 3. Film: "Just Plug It In", Nat. Safety Council, 425 North Michigan Avenue, Chicago, Illinois.	Students demonstrate safe use of each appliance. When shown a picture of an appliance, name it and explain its use.

Grade Level _____

Teacher's Name _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
3. After completing the study of household cleaning products, the student will be able to analyze the products by developing a display of the various rooms of a home and distinguishing products that can be used in the cleaning of each room.	1. If possible have students bring empty containers of cleaning materials used in home. After collection has been developed start classifying according to what could be used in kitchen, etc.	Cleaning Product containers	Students develop a bulletin board or display of all the rooms in a home--make a model home. Put pictures or labels of cleaning products in proper rooms.
	2. Have home economics teacher come and talk about products used in various rooms of house.	Home Economics teacher--resource person	
	3. Examine labels and read cautions on commonly used products. Emphasize one product for one job--have head school janitor come and speak on hazards of mixing products.	Head School Janitor--resource person	
	4. Students gain actual experience by cleaning classroom, restroom and lunchroom using proper products.		
	5. Take field trip to grocery store--observe types and prices of products.	Local Grocery Store	

Teacher's Name Helen Micek

Grade Level Special Education

ELEMENT

Unit Title: Domestic Services--Housekeeping

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
4. After completing the study of good grooming and pleasant personality characteristics, the student will be able to demonstrate his comprehension by grooming and preparing himself for a pretend interview and draw a picture of a desirable employee and an undesirable employee.	1. Introduce poster characters "Smiling Sam", neat and "Droopy Dan", sloppy. Tell children a story about both applying for same job. Sam gets the job--why? 2. Discuss what Dan could do to make himself neat so he could get a job--morning habits and evening habits. 3. Make school "our job". Have a "Dan" chart and a "Sam" chart. Each morning mark good grooming habits--get token at end of day or week, for good grooming. 4. Talk about idea that Sam must also be able to get along with others--Declare a "Smile Day". Try to go through day smiling and being kind to others. Evaluate progress at end of each hour. At end of day give token for those who were good "smilers"	1. Posters: Homemade--Sam and Dan 2. Chart for good grooming.	Have students prepare and groom themselves for pretend interviews. Have one student be interviewer. Emphasize importance of good manners. Have students draw picture of person who would be desirable for employment and undesirable. Place on bulletin board.

Teacher's Name _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
5. After completing the study of the duties of a custodian, the student will be able to apply his knowledge by making a mural of the jobs (7) a custodian must complete throughout the day.	1. Take field trip to janitor's main room in elementary or secondary building. Have janitor explain equipment and tell what his duties are. 2. Let each child be janitor's helper for one hour for one day (if agreeable with janitor)	1. School janitor. 2. Various Motel Brochures 3. Field trip: hotel in Lincoln.	5. Students make mural of janitor doing his various jobs. Present it to school janitor as a "thank you" for all he does. Mural would consist of a very long piece of paper on which each student would draw a job of the janitor.
6. After completing the study of the duties of a hotel or motel maid, the student will apply his knowledge by developing a pretend hotel room and roleplaying the duties to be completed before the new guests arrive.	1. Talk about and show pictures of hotels and motels. 2. Get folders from motels. 3. Students plan pretend trip and decide where they will stay. 4. Discuss: Who keeps rooms neat and clean? 5. Take field trip to large hotel or motel. Visit housekeeping section look at equipment. Visit a typical room. Rewardfor good behavior--stop in hotel coffeeshop for treat.		6. Students develop assimilated hotel room in part of room. Role play things needed to be done before new guests arrive.

Helen Micek Domestic Services--Housekeeping

JECTIVE	MATH	LANG. ARTS	SCIENCE	SOC. STUD.	GUIDANCE	MUSIC	MED. SKILLS	PHYS. ED.	ART	LIBRARIAN
fer to #1	Prepare a timeline showing what to do first and how long it will take to put house in order.	Verbal exchange of what makes a room messy and what can be done to improve it.			Role play duties of housemaid throughout day.		Pictures of rooms.	Ability to perform duties.		Pictures of rooms--messy and neat, from magazines.
#2	Ability to count number of appliances known.	Write thank you notes after field trip to appliance store.	Safety of use of equipment.	Knowledge of what is used in home. Field trip to appliance store.				Ability to demonstrate use.	Set up display	Show film on safe uses of household equipment
#3	Deciding 3 products that can be used in the cleaning of 1 room.	Ability to read labels on products.	Home Ec. teacher speak on proper use of products.	Field trip to Grocery Store.	Students gain actual experience by cleaning lunchroom, restroom, classroom.		Materials for bulletin board display.	Cutting skills.	Bulletin board display of model home and cleaning products used.	
#4	Knowledge of days of week for marking grooming chart.	Story about "Dan" and "Sam"--verbal exchange about each one's characteristics.	Health habits in good grooming and pleasing personality.	Making school "Our job" for students.	Role playing of interview.				Draw pictures of person who would be desirable and undesirable for employment.	
#5	Decide how many jobs a custodian must complete in one day.	Write thank you notes to school custodians.	Learn equipment and duties of custodian.		Let each child be school custodian's helper for 1 hr. for 1 day.			Ability to help custodian.	Make mural of custodian's jobs.	

JECTIVE	MATH	LANG. ARTS	SCIENCE	SOC. STUD.	GUIDANCE	MUSIC	MED. SKILLS	PHYS. ED.	ART	LIBRARIAN
fer to HH/ 6		Talk about and show picture of hotels and motels.		Send for motel brochure plan a pre-tend trip and decide where student will stay. Field trip to hotel.	Role Play Duties of hotel maid.				Develop assimilated hotel room.	
HH/										
HH/										
HH/										
HH/										

TEACHER'S NAME Helen Micek

Grade Level Special Ed.--Elementary

ELEMENT :

Unit Title: Food and Beverage Preparation and Service

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. At the conclusion of the part of the unit relating to meal planning, the student will apply their knowledge by preparing and serving a meal in class using correct table setting and proper manners.	1. Introduce unit by showing many pictures of food from the 4 main food groups. Have students place food under group to which it belongs. Discuss how many and which foods students eat throughout the day. Bring out fact that our bodies need a balanced diet. Students develop posters of breakfast, lunch and dinner. On each poster have the foods that could be eaten at these meals--include food from each of the four groups. Use pictures from magazines. Students keep account of all the food they eat for 3 days. Students bring a sack lunch to school and analyze 4 basic foods and classify foods into the 4 groups. Students analyze school lunch menu putting foods into proper category.	Pictures of foods from magazines and Peabody Language Kits. School Lunch Menu Resource person--doctor or nurse Table setting utensils Field trip--local grocery store FREE FILMS: "Menu for Growth" Bay State Film Productions, Inc., Box 129 Springfield, Mass. 01101 "The Supermarket" The Sperry & Hutchinson Co. Consumer Services P.O. Box 935 Fort Worth, Texas 76101 "Washington State--Appleland" Washington State Apple Commission P.O. Box 18 Wenatchee, Washington 98801	1. The students will prepare and serve breakfast in class using correct table setting and proper manners.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Have a nurse or doctor talk to the class about good nutrition. Have students plan a day's menu considering daily food needs and pleasing combinations Discuss items needed to set table--napkins, utensils, salt and pepper, sugar, butter etc. Demonstrate correct method. Have students practice table setting. Show pictures of attractive way to set a table. Have students volunteer to set table each night at home for one week. Plan a menu for breakfast as class project. Students are given a certain budjet. Take a field trip to a grocery store to get needed items, staying within the budget.	"Doing Great Things" Modern Talking Pictures Services c/o Cromar's Modern Films 1200 Stout Street Denver, Colo. 80204 "Food the Color of Life" Association-Sterling Films 600 Grand Avenue Ridgefield, New Jersey FREE PRINTED MATERIALS: "The Big Four"-Script--Nabisco Co. "Basic Four Foods Chart"--Standard Milling Co. "Mr. Peanuts Guide to Nutrition" Standard Brands, Inc. "Our Friend the Can" Can Manufacturers Inst., Inc. Flannel Board--Balanced Meals FILMSTRIPS: "The Food Store" "What Makes It"	

TEACHER'S NAME Helen Micek

Grade Level Special Ed.

ELEMENT

Unit Title: Food and Beverage Preparation and Service

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
2. At the conclusion of the part of the food service unit relating to following recipes, the student will apply his knowledge by developing a recipe book usuing recipes they have used in class.	2. Display a simple recipe on a large piece of oaktag. Ask students what it is. Read recipe--explain terms used. Establish meanings of whole, half, ¼, 3/4, 1/3, 2/3. a. Have whole apple--cut it in half--discuss how many you have and how to write ½. Take whole class--divide it in half; whole piece of paper--divide in half. b. Show how to write ½, ¼, 3/4, and how measurements look on a measuring cup. Measure different amounts of flour, sugar, shortening, liquid and syrup. Show abbreviations for tablespoon and teaspoon--show difference in size. Have students measure tablespoon of something and teaspoon of something.	Measuring cup and spoons. Items to measure in cup and spoons. Cooking utensils (used in display). Food ingredients needed for preparation of food in unit. Free films: "Adventures in Food--the Chicken" Package Research Laboratory 21 Pine Street Rockaway, New Jersey "The Art of Cake Making" Modern Talking Picture Service c/o Cromar's Modern Films 1200 Stout Street Denver, Colo. 80204 "The Hidden Treasure" Topps Chewing Gum Inc. Mr. Mel Porotz 254 36th Street Brooklyn, New York 11232 "Kids and Cookies" Association--Sterling Films 600 Grand Avenue Ridgefield, New Jersey 07657	2. Students develop a recipe book using recipes they have used in class.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Bring measuring spoons to school. Show how they are marked. Measure things. Make display of cooking equipment--bowls, mixers, spatulas, and baking pans. Discuss what each is and demonstrate its use. Have students make cake or cupcakes. Have students prepare a tuna casserole and a lettuce salad for lunch. Eat in room. Have students prepare egg-salad for sandwiches. Demonstrate use of blender and hand method for making malts. Have students bake sugar cookies and use cooky cutters. Give a tea for mothers and serve cookies made by students.	FREE FILMS: "The Good Egg" and "This Is Your Egg" Poultry & Egg National Board 18 South Michigan Avenue Chicago, Illinois 60603 "This Is Betty Crocker" General Mills, Inc. 9200 Film Center P.O. Box 1113 Minneapolis, Minn. 55440 "Potato Appeal" Union Pacific Railroad National Picture Bureau 1416 Dodge Street Omaha, Nebraska 68102 "Donald Duck's Citrus World" Florida Dept.of Commerce Film Library--Collins Bldg. Tallahassee, Fla. 32304 FREE FILMSTRIPS: "Alice in Partyland" "The Ballad of Pepper Dan" Dr. Pepper Co. Consumer Service Dept. P.O. Box 5086 Dallas, Texas 75222	

TEACHER'S NAME Helen Micek Grade Level Special Ed., Elem.

ELEMENT

Unit Title: Food and Beverage Preparation and Service

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
		"Mealtime Can Be Magic" Betty Crocker Film Library 9200 Film Center 9200 Wayzata Boulevard Minneapolis, Minn. 55426 FREE PRINTED MATERIALS: "Blue Bonnet Margarine" Book of Creative Cookery Standard Brands Inc. From Cow to Carton Ex-Cell-O Corp. Hooray for the Hot Dog Oscar Mayer & Co. "Education for Survival Kit" Employers Insurance of Wausau Jan & Jimmy Learn About Fresh Fruits and Vegetables United Fresh Fruits and Vegetables Association Ricky and Debbie in Sardine Land Marine Sardine Council Six Educational Wall Charts McIlhenny Co. Smile Ralph Smile Sunkist Growers, Inc.	

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
		Teaching Kit for Primary Grades "The Story of a Loaf of Bread" Teaching Kit for Primary Grades on chocolate cupcakes, "A Trip With Baker Bill" "A Visit to the Bakery" L.P. Jackman, Inc. ITT Continental Baking CO. 110 W. 47th Street New York, New York 10036 The Young Cook's Bake--A-Bread Book The Young Cook's Bake-A-Bun Book Standard Brands, Inc.	
3. At the conclusion of the part of the unit dealing with restaurants and their workers, the student will apply his knowledge by naming and explaining, and role playing the duties of the waiter, waitress, hostess cook, busboy, and fountain man.	Introduce concept of restaurant by having students share their personal experiences with restaurants and restaurant workers. Provide stories and books on restaurant theme for use during free time. Collect pictures of different types of restaurants and restaurant workers and put them into a class scrapbook.	Pictures of restaurants and restaurant workers. Resource person from restaurant. Materials needed to make puppets. Tools used by restaurant workers. Burlap and Vinyl Squares	3. The student will name, explain and role play the duties of the waiter, waitress, hostess, cook, busboy, and fountain man.

TEACHER'S NAME Helen Micek Grade Level Special Ed. Elementary

ELEMENT

Unit Title: Food and Beverage Preparation and Service

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Have a resource person from a restaurant come and speak to the children and explain the duties of the waiter, waitress, hostess, cook, busboy, and fountain man. Make puppets representing restaurant workers and using puppets tell which worker interests them most. Make a display of the "tools" used by restaurant workers--ie. spoons, chef's hat, order pads, pencils, aprons, trays, menus, bowls and plates. Use tempera paint and butcher paper to make a mural depicting activities in the restaurant. Make placemats by raveling squares of burlap and decorating with paints, or cut squares of vinyl and decorate with cutouts. Take a field trip to a restaurant facility observing the workers and food preparation.	Field trip to restaurant. Field trip to school cafeteria. Resource Person: School lunch cook. Field trip to Weaver's Potato Chip factory. FILMSTRIP: "Food From Farm to Family."	

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	If possible, eat lunch there after the tour. Visit school cafeteria and observe tasks done by workers Invite school lunch cook to visit class and talk to students about personal qualities needed by school lunch employees. Take field trip to Weaver's Potato Chip factory. Demonstrate correct methods of dishwashing. Students role play what to do in difficult situations, ie. waitress has just spilled coffee on a lady. What should lady do?		

Helen Micek — Food and Beverage Preparation and Service

JECTIVE	MATH	LANG. ARTS	SCIENCE	SOC.					
fer to #1	How many & which foods child eats during day. Students keep account of all food they eat for 3 days Buy foods at grocery store staying within an assigned budged.	Write thank you notes to resource person. Discuss & demonstrate correct table setting.	Show pictures of food from 4 main food groups and have students place food under appropriate group. Bring sack lunch and put foods into 4 basic groups. Students analyze school lunch menu putting food into proper category.	Students plan a day's menu.	Students volunteer to set table each night at home for one week. Resource person speak on importance of good nutrition. Students prepare and serve a meal in class.		Pictures from magazines.		Develop posters using pictures from magazines of breakfast, lunch and dinner.	Film, Filmstrips Books
#2	Establish meanings of whole, ½, ¼, 3/4, 1/3, & 2/3. Using measuring cups and spoons measure different items.	Discuss what a recipe is. Develop recipe book.	Students make cake, cookies, casserole, sandwiches, salads and malts in class.	Make display of cooking equipment.	Give a tea for mothers, serving cookies baked by students. Demonstrate correct use of cooking equipment.				Using cookie cutters make sugar cookies.	

JECTIVE	MATH	LANG. ARTS	SCIENCE	SOC. STUD.	GUIDANCE	ORAL	MED SKILLS	PHYS. ED.		
fer to #3 XX		Students verbally exchange personal experiences with restaurants and their workers.	Display of tools used by restaurant workers.	Collect pictures of restaurants and their workers and put them into a class scrapbook.	Resource person from restaurant speak to children & explain duties of workers.				Make puppets representing restaurant workers. Make a mural showing activities in restaurant.	
XX		Provide stories and books on restaurant theme for use during free time.		Field trip to restaurant facility eat lunch there. Visit school cafeteria and observe tasks done by workers.	School lunch cook visits class & talks on qualities needed for employees. Students role play duties of restaurant workers.				Make placemats from burlap or vinyl.	
XX										
XX										
XX										

TEACHER'S NAME Helen Micek

Grade Level Special Education--EMH Elementary

ELEMENT :

Unit Title: Domestic Animal Care

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1 After completing the study of the following pets, dog, cat fish, bird, guinea pig, the student will apply his knowledge of proper pet care by acquiring a classroom pet and demonstrating proper care.	1. Introduce unit by asking children "If you could have any pet in the world, what would you choose?" Discuss pets children have at home. Let each child tell about their pet and how they care for it if they have one. 2. Develop a display of dog and cat food and feeding equipment--bowls, etc. Demonstrate in quantity difference in feeding a small medium and large animals. 3. From magazines have children find a picture of a cat and dog they want for a pet. Using picture as main theme make collage using pictures of items needed to care for pets. 4. If possible have someone from community bring kittens or puppies to room to show.	1. Pet care equipment and food for display. 2. Magazines that can be used for cut and paste projects. 3. Resource person: from community who has puppies or kittens. 4. Resource person from pet shop. 5. Pet store for field trip. 6. Free Printed Materials: "Kittens and Cats", "You and your dog", "Be friending Animals", Animal Welfare Institute, P.O. Box 3492, Grand Central Station, New York, New York 10017 "Your Gerbil--Care and Feeding ", "Your Hamster--Care and Feeding", 8 in 1 Pet Products Inc., 100 Emjay Boulevard, Brentwood, N.Y. "Basics of Cat and Kitten Care" Pet Food Institute, Dept. T.C. 111 East Wacker Drive Chicago, Illinois	1. The students acquire a classroom pet and demonstrate their knowledge of proper care by each being responsible for the care 2 to 3 days at one time.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	5. Show film "Dick Whittington and his Cat", discuss pet's need for love and affection. 6. Have a person from pet shop come and speak on proper care of fish, birds and guinea pigs. 7. Take a field trip to a pet store. Observe different kinds of animals and many types of food and accessories for them. 8. Show film "City Pets--Fun and Responsibility". 9. Have a pet show in room if possible--students bring pets to school. 10. Students role play process of caring for one of the pets covered during the above study. 11. If student has pet at home--keep a record for a week of when it is fed, what, how much, how many times a day they play with pet, etc.	7. Kits--Puppies & Dogs, Kittens & Cats, Pet Birds, Small Animals (35¢ each) Kindness Posters--$1.00/set Address: American Humane Soc. Education Dept. P.O. Box 1266 Denver, Colorado 80201 8. Free Films: "Dog's Best Friend", "Show Dog in Action" Ralston Purina Co. Pet Care Division Mr. Harold Bahs--SS Checkerboard Square St. Louis, Mo. 63188 "She'll Never Walk Alone" Leader Dogs for the Blind 1039 South Rochester Road Rochester, Michigan 48063 "You Can't Bite Back" U.S. Postal Service Main Post Office Building Chicago, Illinois 60699	

TEACHER'S NAME Helen Micek Grade Level Special Ed.

ELEMENT

Unit Title: Domestic Animal Care

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	12. Introduce stories of Christopher Robin and Winnie the Pooh. Emphasize Christopher's love of his pets. Let each child make a puppet from the story and present a puppet show.	Films: (to buy) "City Pets--Fun and Responsibility", "Dick Whittington and His Cat", "Mother Cat and Her Baby Skunks" Free Film Strips: "Care of the Cat", "Cats and Dogs", "Pets", "Hide Away Puppy", "Farm Animals" American Humane Ed. Society 180 Longwood Avenue Boston, Massachusetts Filmstrips: "Sights and Sounds of Farm", "Oaktree 7"--Eyegate Series the "Be Kind Stories"-- "Amanda's Kittens" "The Dog Who Had Everything" BOOKS: The Alphabet Tale, Jan Garten Who Lives in This House, Glenn O. Blough The Big Snow, Berta and Elmer Hader Look! Gay Zenyea Cats and Bats and Things with Wings, Conrad Aiken Big Puppy and Little Puppy, Irma Black	

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
		Play With Me, Marie Hall Ets The Birthday The Big Book of Pets, Margaret Green Winnie the Pooh, A. A. Milne Horton Hears a Who, Dr. Seuss Aprils Kittens, Claire Turlay Newberry A Pet Book for Boys and Girls Alfred Morgan	

TEACHER'S NAME Helen Micek

Grade Level Special Ed.

ELEMENT:

Unit Title: Domestic Animal Care

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
2. After completing the study of zoo animals and their care, the student will apply his knowledge by recognizing and naming 10 zoo animals and showing through role play the care of 5 of these animals.	1. Show pictures of several zoo animals. Ask the children if they have ever seen these--where? 2. Play game to learn names and characteristics of animals. Hold picture above one child's head, rest must give him clues, he guesses what the animal is. 3. Pantomine animals--students guess animal's name. 4. Student chooses one zoo animal he likes most--makes paper mache' model of animal set up own zoo in hallway or room. 5. Show film "Zoo Animals of Our Storybooks" 6. Have zookeeper from Children's Zoo in Lincoln come and tell about his job. 7. Make booklet of zoo animals. Children color animal, cut out and place on construction paper. Make a cut and paste picture showing environment of animals in a zoo. 8. Show films: "Zoo Baby animals", "The Zoo". 9. Teach song--"Daddy's Taking Us to the Zoo Tomorrow".	1. Peabody Lang. Kit--Level 2. 2. Materials needed for paper mache'. 3. Resource person: zookeeper from Children's Zoo in Lincoln. 4. FILMS (to buy): "Zoo Animals of Our Story Books" "Zoo Baby Animals" "The Zoo" Flannel Board: Zoo Animals--Instructo Wild and Domestic Animals and Bird Stencils BOOKS: Lost in the Zoo--Berta Hader Put Me In The Zoo, Robert Lapshire Red Fox and the Hungry Tiger, Paul Anderson Mr. Tall and Mr. Small, Barbara Brenner I Like Animals, Dahlor Ipcar The Voyage of Dr. Dolittle, Hugh Lofting The Golden Book of Zoo Animals, William Bridges	2. Given 12 pictures, the student will recognize and name at least 10 animals. Through role play, the student will show the care of 5 of these animals.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
		Bruno Munari's Zoo, Bruno Munarb Walt Disney's Worlds of Nature, Rutherford Platt One Day at the Zoo, Dick Snyder I Was Kissed by a Seal At the Zoo, Helen Palmer The True Book of African Animals, Katherine Evans The Golden Book of Animals, Anne White Zoo Babies, William Bridges Ape In a Cape, Fritz Eichenberg	
3. After completing the part of the unit dealing with farm animals, the student will apply his knowledge by developing a picture booklet or a mural consisting of 8 main farm animals and the care they require, i.e., food, shelter, hygiene, shots, etc.	1. Introduce unit by having students choose out of several pictures of animals, those they think are found on the farm. 2. Talk about what purpose each animal has on a farm: cow, horse, pig, sheep, chicken, duck, dog, cat. 3. Show film "Farm Animals". 4. Make a miniature farm using toy or student-made animals. Make fences from pop sticks and farm house and barn out of milk cartons. Get samples of food animals eat and put with appropriate	1, American Quarter Horse, Posters and charts, American Quarter Horse Assoc, Dept. EPS, P.O. Box 200 Amarillo, Texas 79105 2. Free film "Uncle Jim's Dairy Farm", Assoc, Sterling Films 512 Burlington Avenue LaGrange, Ill. 60525 3. FILMS (boughten) "Sparky the Colt" "Farm Animals" "One Day on the Farm" "Wody the Lamb" "Winter on the Farm"	3, The student will develop a picture booklet or a mural consisting of the main farm animals--cow, horse, pig, sheep, chicken, duck, dog, cat, and showing the care each animal requires.

TEACHER'S NAME Helen Micek

Grade Level Special Ed. EMH, Elementary

ELEMENT

Unit Title: Domestic Animal Care

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	animal. Possibly plant grass in grazing area. Make trees, small windmill, water tanks, etc. 5. Acquire incubator and hatch chicken egg in class. 6. Take a field trip to a farm. Have the farmer show students various chores that need to be done concerning animals throughout the day. 7. Have a veterinarian come and speak to students. 8. Show films: "One Day on the Farm" "Wooly the Lamb" "Winter on the Farm" "Sparky the Colt." 9. Play games--"The Farmer in the Dell" and "Crazy Farmyard"	4. Free Filmstrip: "Farm Animals", from The American Humane Educational Society 180 Longwood Avenue Boston, Mass. 5. Filmstrip: "Sights and Sounds of Farm", "The Tale of Ben Bunny", "The Tale of Tom Kitten", "The Ugly Duckling" 6. Flannel Board: Farm animals--Milton Bradley Animals in the Field, Instructo BOOKS: Snow Tracks, Jean George Picture Book of Animal Babies, Anne White Johnny Crow's Garden, Leslie Brooke The Collected Poems of Freddy the Pig, Walter R. Brooks I Went to the Animal Fair, William Cole Where Does Everyone Go, Aileen Fisher The Little Red Hen, Jean Horton Berg May I Bring a Friend, Beatrice De Regniers	

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
		Brown Cow Farm, Dahlor Ipear, The Story of Mr. Tubbs, Hugh Lofting The Box With Red Wheels, Maud and Miska Petersham And It Rained, Ellen Raskin The Little Farm, Lois Lenski Puppy Summer, Meindert Defong When the Cows Got Out, Dorothy Koch	

Helen Micek — EMH--Elementary — Domestic Animal Care

OBJECTIVE	MATH	LANG. ARTS	SCIENCE	SOC. STUDIES	HOLIDAYS	MUSIC	ART SKILLS	GAMES	ART	LIBRARIAN
Refer to #1	Demonstrate in quantity difference in feeding small, medium, and large dogs.	Verbal exchange of students personal wishes for a pet.	Resource person from Community to show kittens or puppies.	Find pictures of a cat and a dog they would like for a pet.	Role play process of caring for pets.		Pictures from magazines.		Develop a display of pet food and feeding equipment.	Show films and filmstrips.
		Present Winnie the Pooh stories--have a puppet show.	Resource person from pet shop.	Field trip to pet shop.	Pet show in room.				Make collage of pets and items needed for their care.	Acquire books.
XXXX	Ability to keep a record for one week of when and how many times and in what quantity they feed their pet. Also how many times a day they play with their pet.	Thank you notes to resource persons and pet shop.			Caring for classroom pet properly.				Make puppets for a Winnie the Pooh puppet show.	
XXXX										
#2 XXXX	Ability to name 10 out of 12 animals.	Verbal exchange of where they will find an animal when shown the picture of that animal.	Zookeeper as resource person.	Make booklet of zoo animals showing animal in zoo environment.	Role play care of zoo animals.	Song--"Daddy's Taking Us to the Zoo Tomorrow"		Ability to pantomine.	Making paper-mache zoo animals and developing "zoo"	
XXX.		Pantomine animals.								

OBJECTIVE	MATH	LANG. ARTS	SCIENCE	SOC. STUD.	GUIDANCE				EVALUATION
Go to #3 XXXX		Play game "Crazy Farmyard"	Choose pictures of those animals found on a farm. Discuss purpose each animal has on farm. Hatch chicken egg in class.	Make a miniature farm. Field trip to a farm.	Veterinarian speaks to class.	Play "Farmer in the Dell"			Ability to make miniature farm and animals.	
#2										
#3										
#4										
#5										

TEACHER'S NAME Sharon Cobb, Lois Farlin, Marcia Timm Grade Level 1

ELEMENT: Self Awareness, Career Awareness, Decision Making, Attitudes and Appreciations, Beginning Competency

Unit Title: The Postman

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. The children will show knowledge of five types of mail by correctly mailing a package at the completion of the activities.	1. Make candy or candles as a classroom project and then wrap packages of candy or candles individually. Take to post office on field trip and weigh--find out how much it will cost to send. Money for mailing can be obtained by selling candy or candles. Write a letter to a pen pal in a neighboring school district. Thank you letters to Postmaster may be written after the field trip. Discuss the classification of mail and postal scales. Make up class riddles about the postal service. Draw or construct a helicopter which might be used for carrying mail.	1. Materials for candy recipe or candles. FILMSTRIPS: "Special Delivery Story of Our Post Office" "How to Pack and Wrap Parcels" How to Address Mail, send to: U.S. Post Office Dept. Office of Public Information Washington, D.C. 20260 BOOKS: What Happens When You Mail A Letter, Arthur Shay Adventures of a Letter, Warren Shloat A Letter for Kathy, K. Hitte	1. The students will mail a package that is self made.
The students will have knowledge of postal government jobs by talking and passing a mock civil service exam at the end of the lesson.	Resource Person: Postmaster Read poem to emphasize the dependability of the postman.	1. Obtain Civil Service Exam from Postal Service. Poem: "The Postman", L.E. Richards Don Wilsey, Postmaster.	2. The students will satisfactorily pass a mock civil service exam.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
3. The students will comprehend that there are various postal workers with specialized jobs by successfully mastering a vowel game at the completion of the activities for this section of the unit.	1. Make post office game or bulletin board entitled "long vowels live here"--"short vowels live here" on the mail boxes. Children put words in the correct house. 2. Make a classification game--first, second, third class mail, in town, out of town; use mock mail and place in correct box. Children will role play the postal workers in both games. Make charts and posters--depict: Letter carriers door-to-door cart show ways mail is carried planes trains trucks.	1. Sketch of game: Duties of Postmaster General U.S. Post Office Dept. Office of Public Information Washington, D.C. 20260 Boxes classified--make mock mail. BOOKS: Seven Little Postmen, H. Browns Read About the Postman, Lois Slobodkin Mr. Mailman, J. Barr I Want to be a Postman, Carla Greene Filmstrip and Tape: "Mr. Zip and the U.S. Mail"	3. The children will master the game. The children will master the game.

TEACHER'S NAME Sharon Cobb, Lois Farlin, Marcia Timm Grade Level 1

ELEMENT

Unit Title: The Postman

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	3. Make a scrapbook of various postal workers--put in alphabetical order--use wallpaper samples for covers.	3. Wallpaper Samples	
	4. Watch Film: "The City Letter Carrier" 5. Watch Film: "Mainstay of the Mail" 6. Watch Film: "Reading and Sorting Mail Automatically"	4. FREE FILM: "The City Letter Carrier", U.S. Postal Service ATT: Director Communications Post Office Bldg. Main Post Office Building Chicago, Illinois 60699 5. FREE FILM: "Mainstay of the Mail", U.S. Postal Service Att: Director of Communications and Public Affairs Main Post Office Building Chicago, Illinois 60699 6. FREE FILM: "Reading and Sorting Mail Automatically" U.S. Postal Service Att: Director of Communications and Public Affairs Main Post Office Building Chicago, Illinois 60699	
4. The children will gain knowledge about the workers involved in constructing a post office building and will assume all those occupations whild building their own post office.	4, List people needed to construct a post office: architect brick layer contractor plumber	BOOK: True Book of Our Post Office, I. Miner	4. Construct a classroom post office. Children will assume the occupations of the people needed to construct a post office--brick layer, plumber, etc.

TEACHER'S NAME _____ Grade Level _____

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Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	electrician painter carpenter steel worker 5. Make a chart of the people needed to construct a post office--draw pictures of each and the work each one does.	"The Wonderful World of Work" Denoyer-Geppert, Chicago, Illinois Mail Delivery 5. Chart Tablet	The children will use the post office to buy stamps, mail letters, sort, weigh packages,etc.
5. The children will have knowledge of the history of the postal system and will develop a timeline mural which depicts three eras from its origin to the present day.	1. REad and discuss about the pony express. Write short stories about the pony express. 2. Make class booklets depicting how mail was carried even longer ago. 3. Class dramatization--depict the pony express rider's job. 4. View filmstrip: Special Delivery, Story of our Post Office. 5. View film: The Vehicle Maintenance Story 6. Discuss organization chart.	1. BOOK: First Overland Mail, Robert Pinkerton. Vertical File: Postal Service 2. History of the Post Office Department, U.S. POst Office Dept. Office of Public Information Washington, D.C. 20260 FILMSTRIP: "Special Delivery, Story of Our Post Office", Teaching Resources Films, Career Ed. Audio visual quick list. FREE FILM: "The Vehicle Maintenance Story" U.S. Postal Service Att: Dir. of Communications & Public Affairs Main Post Office Building Chicago, Ill. 60699 Free Chart: Send to address above in Chicago.	5. The children will construct a time line mural.

TEACHER'S NAME Sharon Cobb, Lois Farlin, Marcia Timm Grade Level 1

ELEMENT

Unit Title: The Postman

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
6. PE Program: Taught by PE teacher: By the end of the period, the students will be able to demonstrate walking skills and endurance correctly as related to the postman.	1. Walking balance beam 2. Endurance: Distance running and running through tires.	1. "A Guide to Movement Exploration", by Hackett and Jenson.	6. Students will be able to perform walking skills and develop endurance.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

TEACHER'S NAME Betty Boyes Grade Level 1

ELEMENT: Career **Awareness**; Beginning Competency, Attitudes and Appreciations

Unit Title: Lifeguard

Cluster: Public Services

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. At the completion of this unit, the student will show his comprehension by correctly demonstrating one carry used in lifesaving, as shown in the American Red Cross Swimming and Water Safety Manual.	A lifeguard will visit the class to demonstrate carries. Show film "Be Water Wise" (fundamentals of swimming and lifesaving skills) Group of 2 students each will practice carries on each other.	Milford Life guard FILM: "Be Water Wise" American Red Cross Life Saving and WAter Safety Manual American Red Cross Charts showing carries.	1. Student will demonstrate one carry to class. Student will draw a picture of one type of carry.
2. At the completion of this unit, the student will show his knowledge by naming at least 2 pieces of equipment that can be used in rescuing, as described in the American Red Cross Swimming and Safety Manual.	A lifeguard will visit class, display and demonstrate types of equipment used in rescuing and talk about other types.	Milford life guard Pictures of equipment American Red Cross Swimming and Water Safety Manual American Red Cross Lifesaving and Water Safety Courses	2. Students will find pictures of equipment used in rescuing and make a collage from them. Students will identify pictures of equipment and tell how they are used.
3. At the completion of this unit, the student will show his comprehension by correctly demonstrating to the class, one means of recesitation, as explained in the American Red Cross Swimming and Water Safety Manual, and the Lifesaving and Water Safety Course Manual.	Rescue Squad Volunteers will visit the class and demonstrate means of revival. Each student will pick a partner and practice back pressure, arm lift, chest pressure, and mouth to mouth recessitation (without contact)	American Red Cross Lifesaving and Water Safety Courses Manual. Rescue Squad Volunteer	3. The student will pick one method of revival and draw how it is done. The student will demonstrate with a partner to the class one form of recessitation.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	FILM: "Be Water Wise" (on safety swimming and mouth to mouth recesitation)	FILM: "Be Water Wise"	
4. At the completion of this unit, the student will show his knowledge of rules by listing correctly 5 rules to be followed while swimming, in accordance with set rules of the Milford Swimming pool.	From charts: "Suggestions for Swimmers and Splashers", and "Swimming Safety", the class will discuss rules to follow at the pool. A group experience chart will be made listing rules to obey. The teacher will read a portion of "The Emergency Book" to the class.	Wausau Charts Milford Pool Rules and Regulations American Red Cross Swimming and Water Safety The Emergency Book, Jeanne Bendick	4. Each student will list 5 rules to follow while at the pool; taking one rule and drawing a picture illustrating it. By role playing, small groups will demonstrate correct and incorrect behavior at the pool.
5. At the completion of this unit, the student will show his comprehension by drawing a picture of one way he can help himself if he finds himself in trouble in the water, as described and pictured in the American Red Cross Swimming and Water safety Manual.	The teacher will read a section of "The Emergency Book" to the class. Charts will be shown to promote discussion of "Helping Yourself in an Emergency" An experience chart of ways to help yourself in an emergency will be written. FILM:"From Where I Sit" FILMSTRIP:	The Emergency Book, Jeanne Bendick American Red Cross, Swimming and Water Safety Manual Charts FILM: "From Where I Sit" FILMSTRIP: "I'm No Fool", Walt Disney	5. The students will list ways that one can help himself if he is in trouble in the water. The student will pick one way that he can help himself and illustrate it by a drawing.

TEACHER'S NAME Betty Boyes Grade Level 1

ELEMENT

Unit Title: Lifeguard

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
6. At the completion of this unit, the student will show his knowledge by listing correctly 2 ways that he can help the lifeguard, while swimming at the pool, in accordance with statements given to the class by a lifeguard from the Milford Pool.	The students will see a set of slides "Safe Fun In, On, and Around the Water" A lifeguard from the Milford Pool will discuss with the class how they can help him. An experience chart will be made listing ways that the student can help the lifeguard.	Slides: "Safe Fun In, On, and Around the Water" Milford Life guard	6. Students will draw a picture depicting one way they can help the lifeguard. Students will list 4 ways that he can help the lifeguard.
7. At the completion of this unit, the student will show his comprehension by listing correctly at least 4 things that the lifeguard must know to do his job, as explained in the Red Cross Swimming and Water Safety Manual.	With the use of an experience chart, the students will list by the things that a lifeguard must know to do his job. The students will put together a booklet containing the following: Pictures of carries, equipment, methods of recesitation, depiction of rules, how he can help himself, and ways he can help the lifeguard. The booklet will contain lists of the following:rules to obey ways to help yourself, how one can help the lifeguard, and what the lifeguard should know.	American Red Cross, Swimming and Water Safety manual Milford Pool rules and regulations Pictures of equipment. Charts	7. The class will play the role of the lifeguard and see how he reacts in different situations. The student will list 4 things for a lifeguard to know to do his job.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

Name: Betty Boyes

Unit: Lifeguard

OBJ.	MATH	LANG. ARTS	SCIENCE	SOC. STUD.	[illegible]	MUSIC	WRK. EXP.	[illegible]	[illegible]	[illegible]
	Cost to get into the pool. Compute depth of pool.	Writing rules. Writing thank you notes.	What happens when water gets in lungs.		Role play right and wrong behavior. Role play victim and rescuerer	Song about water, swimming.	Experience chart on rules. Experience chart on carries.	Negative behavior--running, pushing, dunking. Practice carries and revival.	Draw one kind of good behavior. Drawing one kind of carry.	Story about swimming, lifesaving. Story about water safety.

TEACHER'S NAME Jane Kelley

Grade Level 1

ELEMENT: Career Awareness, Self Awareness, Attitudes and Appreciation

Unit Title: Travel on wheels--train, bus, truck, car, taxi

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. After the use of the filmstrip, "People We Meet When We Travel, the student will demonstrate knowledge by naming all 5 types of transportation on wheels. 2. Given 5 background setting pictures, the child will with precision demonstrate 100% proficiency by placing the right vehicle in the right surrounding at the end of objective 2. 3. The student will display comprehension of the 5 ways of travel to Milford as indicated by the transportation game by getting to Milford 1 time.	Use filmstrip Visit train depot Make milk carton train Have a truck driver speak to the class Arrange our desks in a wheel shape during this unit of study Bring pictures from home to be used on a bulletin board Read Books See films After learning about cars and race cars, the boys will hold a race with their hot-wheels. Play Transportation by using either bus, car, plane, train or boat to get to school	FILMSTRIP: "People We Meet When We Travel", (The Work People Do), Denoyer-Geppert audio visuals 66063. Films resource people games bulletin boards Milk carton BOOKS: Andy and the School Bus, EB Two Little Trains, EB I Want to be a Bus Driver, EG I Want to be a Truck Driver, EG The Little Engine That Could, EP How Do You Travel, ES, Cars and Trucks, Flannel Board Train Flannel Board Transportation, ES, 380.5, A-32 Trucks That Haul By Night, 388.3 Transportation Game on laminated cardboard with spinner and plane, car, bus, train, boat. Popeye and Transportation Careers, King Features, 235 East 45th Street New York, New York 10017	1. The children will name the 5 means of travel on wheels to a friend. 2. Given 5 background setting pictures, the children will be able to place the right vehicle in the right surrounding. 3. The child will get to Milford by using one of the 5 vehicles by mastering the game "Transportation.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	One person will be the taxi driver for a day (we will take turns). They will escort other children to where they are going. Another child will be the dispatcher and tell the taxi driver where to go. Our bus driver will talk to us. Shown the reference maps, the child will trace with a wax crayon the route of a car, bus, train, plane, and by walking.		
4. The first grade child will demonstrate 100% proficiency of the 5 ways of travel by using the "Action map" before he leaves 1st grade.		Action Map activities Denoyer-Geppert Co. 5235 Ravenswood Avenue Chicago, Ill. 60640	4. The child will master the action map by doing the activity

TEACHER'S NAME Jane Kelley Grade Level 1

ELEMENT

Unit Title: Transportation is Inter-related

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. The children will be able to show familiarity with each of the modes of travel and each worker we have discussed.	1. Riddles: One child will give clues about a mode of travel or a travel worker--the others will guess an answer.	Maps Travel brochures	1. Draw pictures to be used in a mobile.
2. The children will recognize that we need all modes of travel--each in its own place.	2. Make a mobile from pictures drawn and those cut from a magazine about transportation. 3. Game: Take me Home: Teacher-made board game where children use various travel modes to get home.		2. We will have a travel agency. Children will look over brochures and decide where they want to go. We will find these on a large map. The travel agent will issue tickets for each mode of transportation needed to reach the chosen destination.
P.E. Program: to be presented by P.E. Teacher: At the conclusion of the period the students will imitate running skills correctly.	1. Play "Automobile Relay" 2. Play "Fly, Airplanes Fly" 3. Movement Exploration Unit Skills a. moving fast b. slow c. sudden d. sustained	1. "Games for the Elementary School Grades", by Hazel A. Richardson. p. 43. 2. "Exploring Movement is Fun", NCET Teachers Guide.	The students will be able to play the games and perform the skills.

(OVER)

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
Music Program--to be taught by music teacher: The first grade students will show comprehension of the mode of transportation by being familiar with two songs and being able to sing them correctly.	Class will learn the song. They will imagine the movement of each mode of transportation and act them out as they sing the song.	This Is Music For Today, Book 1, Allyn & Bacon "Let's Take a Trip", p. 93 "I Went for a Ride", p. 94 "Same Train", p. 97 "Row, Row Your Boat"	The students will be able to sing and dramatize the songs correctly.

TEACHER'S NAME Jane Kelley Grade Level 1

ELEMENT

Unit Title: Travel on water in our community: row boat, canoe, motorboat

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. The child will demonstrate knowledge of the 3 means of travel in his community by drawing a picture of a rowboat, canoe, and motorboat at the end of objective 1. 2. Each child will display comprehension of the movability of a canoe by sailing it once in a tub of water.	Read books Sing songs See films Make small canoes from paper and sail them in a tub of water.	Songs Films BOOKS: Red Fox and His Canoe, EB The Little Sailboat, EL Water Transportation Flannel Board	The children will paint a large picture showing the three kinds of water travel in our community.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

TEACHER'S NAME Dorothy Bender

Grade Level 1

ELEMENT : Career Awareness, Self Awareness, Attitudes and Appreciations

Unit Title: Bank occupations help people

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. In two weeks the student will have developed a knowledge of one of the following: Bank president Drive-in teller Bank cashier Bookkeeper Agri-consultant by observing the students in role playing by simulating a bank operation.	1. Listen to record "What we do with the income we don't spend". 2. Reinforce the recorded lesson. 3. Visit the bank to see the bank president, drive-in teller, bank cashier, bookkeeper, and agri-consultant at work to help each one individually, parents, school, and community. 4. Hide money and let pupils find it and decide the best place to keep money. 5. Role play the part of either a banker, bookkeeper, drive-in teller, bank cashier or agri-consultant. 6. Ask the banker how one becomes a banker; what education is needed for each of his employees. 7. What qualifications are needed to be employed in a bank (honesty, dependability) 8. Listen to record "What does the bank do with our savings?" 9. Read books about bank workers. 10. Filmstrip: "Let's go to a Bank" & listen to record.	BOOKS: The True Book of Money, Benjamin Elkin, Chicago Childrens Press, 1960 Our Working World, Lawrence Senesh, SRA, 1960. How the Bank Helped Littletown, p. 143. The Grasshopper and the Ants, p. 136. Let's Have Money, p. 136. The Happy Goldsmith, p. 142. What Happens When you Put Money in the Bank, Arther Shay. I Know a Bank Teller, Occupational Information materials Project; My Mother is the Head Teller, Atlanta Public Schools, Atlanta, GA. RECORDS: "What we do with the Income We don't Spend", Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611. "What does the bank do with our savings. RESOURCE PEOPLE: Farmers and Merchants Bank employees MISCELLANEOUS: "Real" money Signs for bank employees Let's Go to a Bank, G.P. Putnam & Sons, FS, RD.	We will simulate a bank operation to involve all students to either play the role of the consumer or the employee of the bank. Criteria for Evaluation Bank president--approve loans. Bookkeeper will tabulate all money. Drive-in teller will take money at the window. Agri-consultant will discuss farm problems. Bank cashier will take the money Consumer will have a need to invest or loan money. All employees will be friendly and courteous. Other possibilities: Make booklet of experiences this year to share with first grade next year. Invite Pleasant Dale students to be consumers at our bank.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

TEACHER'S NAME Jane Kelley

Grade Level 1

ELEMENT :

Unit Title: Air Travel (Plane, jet, helicopter, rockets)

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. After visiting the airport the children will have knowledge of the workers of air travel by identifying four workers. 2. After being interviewed, the child will display comprehension of the qualifications of one worker by role playing the part of an air travel worker.	1. Read books 2. films 3. Go to planetarium 4. Crossword puzzles about air travel 5. Visit the airport 6. Using egg carton sections we will string them together and make an astronaut 7. Put up a large model of the solar system found in our library 8. Flannel board 9. Make paper "helicopters" and fly them. 10. Sing songs 11. Make a large chalk mural about air travel. 12. Show Filmstrip, "I Want to be a Pilot" 13. Listen to cassette	Films The solar system model Flannel board cut outs BOOKS: Fly Away at the Airshow, EA I Want to be a Pilot, EG I Want to be a Space Pilot, A Book of Astronauts for You, 629.4 Ann Can Fly, EP Loopy, EG Air transportation flannel board Earth in space flannel board Airplanes at work, FS 29.13, C-19 Teaching Resources Film: "I Want to be a Pilot" "Visiting An Airport" (All aboard! Let's go) Troll Associates, CS (045216)	1. The children will list 4 workers seen at the airport. 2. One child will be the interviewer for a job; the other an applicant. The applicant will tell his qualifications and the interviewer will decide whether or not to give him a job.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

TEACHER'S NAME Dorothy L. Bender Grade Level 1

ELEMENT : Self Awareness, Career Awareness, Attitudes and Appreciation

Unit Title: Safety Helpers: Safety patrol, Lifeguard, Rescue squad attendant

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. After reading pages 10-13, students will demonstrate knowledge by following directions to get Jim to school the safe way with 100% identification.	1. Read pages 10-13 in health book. Read Book Use safety patrol	Health for All, Scott Foresman Co., Chicago Safety Can Be Fun, E First Aid 614.8B	1. The student will choose the correct way for Jim to get to school.
2. After the visitation of the life guard the students will demonstrate knowledge by listing 5 of the rules for water safety.	2. Visitation of local life guard 3. Resource person to show simple first aid including mouth-to-mouth recuscitation.	"Traffic Safety Pledge" T.G., P. 35 Sue Rikli Rescue squad attendant	2. Children will compile 5 safety rules for use in the water.
3. The boys and girls will show comprehension of one first aid treatment with 100% accuracy by dividing into small groups for practice on each other.			3. The children will divide into small groups and practice first aid on each other.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

TEACHER'S NAME Jane Kelley Grade Level 1

ELEMENT : Career Awareness, Self Awareness

Unit Title: The Carpenter

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. The first grade children will have knowledge of the various tools of a carpenter by identifying all of the tools to another child from the display table.	1. We will go to the shop of our resource person and he will show us his tools, etc., we will make a display of the carpenter's tools. 2. Read I Wnat to be a Carpenter, P. D. Eastman. 3. We will build a girls and boys clubhouse under the supervision of our resource person or a high school student.	Resource person Library books lumber, nails, tools	1. The children will name all of the tools on the display table to another child.
2. PE Program: to be presented by P.E. teacher: By the end of the period the students will demonstrate the skills of a carpenter correctly.	1. Strength--running through tires. 2. Balance--balance beam. 3. Hand-eye coordination--hit ball on string with a rolling pin. 4. Special orientation: hitting bowling set with ball. 5. Pounding--pound nails. 6. Painting--Paint wall or cardboard.	1. "A Guide to Movement Exploration", by Hackett and Jenson.	2. Students can perform the skills of a carpenter.
3. The student will have knowledge of the work of a carpenter by constructing a building. With 100% identification of the parts of the building.	1. Show filmstrip	FILMSTRIP: "Building a Home", "My Dad is a Carpenter", Long Filmslide Service (Col) 080997	3. The student will identify the parts of a building by constructing a building.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

TEACHER'S NAME Betty Boyes Grade Level 1

ELEMENT: Career Awareness, Attitudes and Appreciations, Beginning Competency

Unit Title: Stewardess and Conductor

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. At the completion of this unit, the student will show his knowledge by listing correctly the five kinds of transportation as listed in the "Fifteen Occupational Clusters."	The group will discuss ways in which people and goods get from one place to another. Together, we will list these ways. Flannelboard Activity cars and trucks trains water transportation air transportation Each student will draw a picture of one type of transportation that he has used to get from one place to another. The students will be divided into five groups. Each group will be assigned a particular type of transportation and will make a part of a mural, depicting one type of transportation in that area. Stories read to the class. Filmstrips	"Fifteen Occupational Clusters" "Flannel Board Series", Instructo Truck Drivers, What Do They Do?, Carla Greene The Story Book of Trains, Maud and Miska Petersham Red Fox and His Canoe, Nathaniel Benchley How Do You Travel?, Miriam Schlein	1. The students will be shown pictures of types of transportatio they will name the area of transportation that it belongs to. The students will make an experien chart listing the five modes of transportation, and give examples of each.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
2. At the completion of this unit, the student will show his knowledge by naming at least one occupation from each of the five types of transportation as found in the fifteen Occupational Clusters.	Stories The students will be divided in groups of three. Each group will take one occupation draw a picture of that person in proper dress, and help to make a mobile for the classroom. Poems Film Filmstrips	"Fifteen Occupational Clusters" Poems "Airplane", "Big School Bus" Stories: I Want to be a; Bus Driver Truck Driver Pilot Space Pilot Train Engineer, by Carla Greene The Little Sailboat, Lois Lenski FILM: "Wings and Wheels" AV Quick List Filmstrips: "Let's Visit An Ocean Liner", A34 "Trails, Roads, and Railroads", E3 "Transportation and Transportation Workers", F-42	The student will depict one job by role playing, the class must guess who he is. The student will draw a picture of one job in transportation and label it. The students will be shown different types of transportation and name one job in that type of transportation.

TEACHER'S NAME Betty Boyes Grade Level 1

ELEMENT

Unit Title: Stewardess & Conductor

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
3. At the completion of this unit, the student will show his comprehension by correctly identifying three responsibilities of the stewardess as described in the Civil Aviation Employment Outlook Manual.	Field trip to Lincoln Airport, Stewardess will speak to the class. The students will list the necessary qualifications and the responsibilities of the stewardess on an experience chart. The students will draw a picture of one responsibility of the stewardess. Filmstrip	Civil Aviation Employment Outlook #0.41, Occupations File. FILMSTRIP: "Airplanes at Work" United Air Lines American Air Lines Brochures Career File Resource Person	3. The students will role play proper and improper behavior of a stewardess at work. In groups of four the students will play "what would you do?" The teacher will give each group a situation. They must decide how the stewardess will react. Each student will list the responsibilities of the stewardess.
4. At the completion of this unit, the student will show his comprehension by correctly identifying three responsibilities of the conductor as listed in the #5.35 occupations file, "Employment Outlook for Railroads".	Fieldtrip to the railroad yard in Lincoln. A conductor will speak to the class. Group experience chart on our trip. Stories Filmstrip A toy train will be brought to class. Students will label the parts.	Occupations File #5.35. Employment Outlook for RAilroad Workers. Resource Person Stories: The Little Engine That Could, Wally Piper Choo Choo, Virginia Lee Burton The Little Train that Won a Medal, Darlene Geis Little Toot on the Thames, Hardin Gramatky FILMSTRIP: "Little Toot"	4. Groups of five children each will role play the job of conductor acting out his duties. Students will draw a picture of one responsibility of the conductor Students will list to a friend 3 responsibilities of the conductor

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
5. At the completion of this unit, the student will show his comprehension by listing correctly the two major functions of transportation as stated in the Britannica Junior Encyclopedia, #14.	Card game--cards will be made with a picture of a job in transportation and that word. The student must say the word and name the type of transportation; if he can, he keeps the card. Group Discussion, "Why we need transportation"--a list of reasons will be written on experience chart. FIlmstrip	Britannica Junior Encyclopedia #14. FIlmstrip: "Our Dependence on Transportation Workers", A32. "From Place to Place". Baily Films. From the Series "Where and how people work and live."	5. In small groups, students will give a charade of a type of transportation to the class. The class must guess the type of transportation. When they guess, the students charading must tell the class what they are carrying. Students will draw a picture showing why we need transportation. Students will list the two major functions of transportation.

Name: Betty Boyes

Unit: Stewardess and Conductor

SCIENCE	SOC. STUD.	GUIDANCE	MUSIC	MATH.	PHYS. ED.	ART	LIBRARIAN
		Role-playing an occupation.	Song about Occupations	Experience chart on job requirements.	Pretend to be train, airplane.	Draw one job in a particular type of transportation.	Stories on Occupations.
Explain how emergency equipment is used.		Role playing a stewardess.	Action song.	Experience chart on responsibilities of stewardess.	Demonstrating good posture	Draw one duty of the stewardess.	Stories about flying.

TEACHER'S NAME Dorothy Bender (Sue Rikli, P.E.) (Marian Sims, Music) Grade Level 1

ELEMENT : Career Awareness, Self Awareness, Beginning Competency, Attitudes and Appreciations

Unit Title: Clothing Occupations Help People

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. Upon completion of this unit the student will have knowledge of the materials a dressmaker needs by identifying pictures of her needs with 90% accuracy.	1. Listen to recorded lesson. 2. Reinforce recorded lesson. 3. Prepare a table display to show materials and tools needed to produce clothing. 4. Students bring swatches of materials and divide them into natural materials and man-made materials. 5. Have dressmaker tell about her work. 6. Read books.	1. Record #22. 2. Text, Our Working World. 3. Table with materials and tools needed and drawing labeled designer, patterr maker, cutter, machine sewer, hemmer, finisher, presser. 4. Swatches of natural materials; cotton, wool, linen, silk. Swatches of man-made materials: rayon, nylon, perlon, orlon, dacron. 5. Dressmaker.	1. The student will identify pictures of the needs of a dressmaker.
2. The child will demonstrate knowledge of the clothing design by showing one of his designs to the class after completion of his design.	1. Each child will have a partner to draw around, then design, color, and/or paint and cut out the model.	1. 5 feet of white paper for each student. pencil paint crayons scissors	2. The student will show their own design to the class.
3. Each child will analyze 5 or 6 garments to determine the best garment to buy, by depositing a coin on his choice after his observation.	1. The children who have doll clothing in good condition will bring it to class. The teacher will select 5 or 6 garments of various styles and display them for all to see. Children will visit the display and deposit a piece of money beside the garment they would most like to buy.	1. Doll clothing in good condition. 2. One piece of money for each child. 3. Display table.	3. The garment which has the most money beside it did the best work and the articles that were in less demand would need to sell for less or may not be sold at all.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
4. The first grade children will manipulate the material of the factory by successfully completing a garment at the end of the factory.	1. The teacher will select 2 teams of equal size. Each team has a production quota of 10 pairs of mittens. One team divides the labor: the other team does not. Team 1--each child makes a pair of mittens. By performing all the tasks twice: folds the paper, draws around his hand, designs the pattern, colors or paints, cuts out the mittens. Team 2--each child specializes, each doing only 1 of the above. Both teams work for the same length of time. At the end of the demonstration, the class will discuss the advantages and disadvantages of an assembly line.	1. White construction paper 2. Pencils 3. Crayons 4. Scissors BOOKS: Let's Go to a Clothing Factory The Emperor's New Clothes The Shoemaker and the Elves The Little Bears Pancake Party Our Working World, SRA, Laurence Senesh Fun With Our Friends, Scott Foresman "Two Funny Girls" "Here We Go" More Friends Old and New, Scott Foresman How Susan Remembered, p. 59 Transparencies: Home Ec. #9 Nothing to Wear But Clothes, Frank Jupo The Story of Clothes, Petershan Old magazines catalogs scrap book	4. The student will see that each worker has to develop only one skill; fewer tools and less space is needed but there is greater interdependence; if one worker slows down, the entire production process slows down in an assembly line.

TEACHER'S NAME Dorothy Bender Grade Level 1

ELEMENT :

Unit Title: Clothing Occupations Help People

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
5. Upon the completion of the unit the student will demonstrate knowledge of the divisions of labor by designing one square of a table cloth.	1. Design a table cloth by all having a portion to do. Choose three colors. Tape cloth to floor and have magic markers ready to be used whenever a child has time to work.		5. The student will show and explain the part of the cloth he has done to the class.
Presented by MUSIC TEACHER: 1. After listening to the songs being played on the piano the students will analyze the songs by relating the type of dress to three out of four of the songs being played.	The students will listen to the piano music and dress themselves accordingly.	"Raindrops Keep Fallin' On My Head" "Frosty the Snowman" "Peter Cottontail" "Play Mates"	The students will properly dress themselves by listening to the piano music.
2. After learning the song related to sewing, the students will have a better knowledge of the dressmaker by being familiar with one song "Snip & Sew".	The students will learn the words to songs and then sing with actions.	Our Working World, SRA "Snip and Sew", p. 154	Students can sing and correctly correlate actions to words.
6. The children will have knowledge of the kinds of clothing used according to seasons and occupations by creating a scrapbook of clothing after a discussion of clothing important to us.	1. Discuss why clothing is important to us. 2. Students compile a scrapbook of clothing using swatches brought to show these being used for work-clothes, casual clothes or dress clothes and seasonal clothing.	1. "We dress for the Weather" Instructo-for Flannel Board Seasons: Winter Spring Summer Fall	6. The student will show the scrapbook of clothing as to kinds of clothing used according to seasons and occupations.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	3. Use old magazines and cataloges to cut out pictures of different occupations to show the kind of clothing they wear.	Occupations: Cowboy, nurse, policeman, fireman, doctor, sailor, astronaut, mailman, baker, carpenter, farmer	
P.E. PROGRAM: Presented by Physical Education Teacher: 7. By the end of the period the students will be able to imitate dressing and choosing the proper attire for the different seasons correctly.	(To be Done in Gym) 1. Movement Exploration. Make statements and students act them out. a. show me your right sleeve b. where do you wear your left mitten? c. unbutton your shirt d. put on your shoes and socks e. It's a very cold day-- what clothes do you need? f. you have on a wool shirt. etc.	1. "A Guide to Movement Exploration", by Hackett and Jenson.	7. Students can act out dressing and the appropriate body parts.

TEACHER'S NAME Dorothy Bender, Linda Voecks Grade Level 1

ELEMENT Self awareness: Educational awareness: Career Awareness: Economic awareness: Beginning competency: Attitudes and appreciations

Unit Title: Public Services: The Telephone

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. The first grade children will have knowledge of the types of workers of the telephone services by being able to identify 4 of the 5 workers mentioned after watching the film.	1. Watch the filmstrip and casette for "Telephone for Servicers" 2. Read books about the telephone services. 3. Collect pictures of telephone servicers and identify them. 4. Play game to recognize all 5 telephone workers by circling the letter of workers. The workers may be found backwards, forwards, or any direction just so they are spelled correctly and can be recognized.	a. Edu-craft series The Wonderful World of Work b. SRA Occupational Brief #20. "The Story of Telephone", pamphlet Elementary library. BOOKS: Telecommunications, Colby, C. B., 621 38 Col Telephone, Brinton, Henry, 621.386 Bri Telephone, Sohneider, Herman 621.386 Sch Popeye and Public Services Careers, King features, 235 East 45th St., NY 10017.	1. Have children draw pictures showing the 5 servicers.
2. The first grade children will have knowledge of the job of each worker by recalling the information about the jobs after completion of the notebook or experience chart of all 5 workers	1. Play the game "Who Am I?" The children will act out the work of each worker and the others will guess who they are acting out. 2. Given a list of 10 jobs of the telephone workers, the children must match the workers to each of their jobs. 3. Use pictures collected to make an experience chart or a booklet.		2. Teacher checks compiled notebook for accuracy of job information or observes child's response about each servicer from experience chart

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
3. The students will display comprehension of the use of the telephone equipment by recognizing and explaining all of the equipment after listening to the resource man.	1. Invite a resource person into the room to show and explain some of the equipment. 2. Observe the telephone equipment found in the home and the class will compute the number of telephones found in the homes of grade 1. 3. Write a thank you letter to the resource man.	Lincoln Telephone and Telegraph Co. Telephone Service man.	Group discussion of information.
4. Each student will manipulate the equipment of the telephone services by successfully completing 2 out of 3 phone calls after the demonstration of the proper use of the phone.	1. Examine the telephone book. 2. Alphabetize names and make individual telephone books and design covers. 3. By the use of an experiment show how sound waves travel. 4. Make tin can telephones. 5. Compile a list of rules for correct telephone courtesy. 6. They use their telephone books by role playing a telephone conversation. Use tele-trainer.	Telephone directory Action map Activities, Denoyer-Geppert, Co. 5235 Revenswood Avenue Chicago, Illinois 60640	4. Children will show their knowledge about using the telephone by making a call.

TEACHER'S NAME Dorothy Bender, Linda Voecks

Grade Level 1

ELEMENT

Unit Title: Public Services: The Telephone

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	4. Child will call other children while "standing" on another state by using "Action Map".		
5. Each student will have knowledge of the qualifications of the workers in the telephone services by recalling 2 of the qualifications of each worker after visiting the phone company.	1. Visit the telephone company and ask the servicers what qualifications they needed to have their job.	Lincoln Telephone and Telegraph Company.	5. Do an art activity of the trip. 1. diarama 2. frieze 3. mural

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

Linda Voecks, Dorothy Bender, Grade 1

Public Services: The Telephone

JECTIVE	MATH	LANG. ARTS	SCIENCE	SOC. STUD.	GUIDANCE	MUSIC	MED. SKILLS	PHYS. ED	ART	LIBRARIAN
fer to #1		Collect pictures of telephone servicers and identify them.					Watch film-strip for telephone servicers.		Draw picture showing 5 services.	Read books about the servicers
#2		Make an experience chart out of collected pictures.		Given list of 10 jobs of workers and match the workers to each job.	Play the game "Who Am I?"					
#3	Compute the number of phones found in the home.	Write a thank you letter to resource man.		Invite resource person to show and explain the equip-ment.						
#4	Ex. the phone book and talk about financing the book	Alphabetize names and make phone book Compile list of telephone rules.	Tin can phones Ex. about how sound waves travel.		Role play a telephone conversation				Make cover for phone book	
#5				Visit Telephone Company					Do art Activity	

TEACHER'S NAME Betty Boyes Grade Level 1

ELEMENT: Career Awareness, Attitudes and Appreciations, Beginning Competency

Unit Title: Painter

cluster: Fine arts and humanities

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. At the completion of this unit, the student will show his knowledge by correctly listing three materials a painter needs, as described in the Comptons Pictured Encyclopedia, #11.	Students will look at several paintings and will discuss how the picture makes them feel, what it tells them, or reminds them of. FILM Stories Students will discuss what materials the painter would need to paint and then paint their own picture. Fieldtrip to Sheldon Art Gallery Experience chart on what students saw at the Gallery.	Comptons Encyclopedia, #11. Paintings FILM: "The Sorcerer's Apprentice" Stories: "Do you See What I See?" Helen Borten "Treasures to See", Leonard Weisgard. Resource person; Guide at Sheldon Art Gallery.	Students will list on an experience chart, the materials a painter needs in order to paint. In groups of four, students will be given pictures of things a painter needs in order to paint, and label them.
2. At the completion of this unit, the student will show his comprehension by identifying at least two types of media used to paint, as discussed in the Merit Students Encyclopedia, #14.	FILM Class experiment with color. In groups of four, students will attempt to find new colors from three primary colors, using tempera colors. Students will paint a picture with the primary colors and their new colors.	FILM: "Hailstones and Halibut Bones" Merit Student Encyclopedia, #14. Story: Paint All Kinds of Pictures, Arnold Spilka Color Wheel	2. In groups of four, students will experiment with different media in painting, and decide which they would most like to use as a painter, giving their reasons why. Students will be shown paintings and will decide which media was used to paint it.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Students will discuss types of paints: Watercolor, tempera, and oil paints will be demonstrated. Students will decide how these three are different in terms of brightness, heaviness, thickness, and how it covers. Story Students will be shown paintings with striking colors. They will discuss how different colors make them feel. Students will paint a picture using all cool colors or all warm colors, using their choice of media. Class will take a nature walk to discover colors in nature. Experience chart on nature walk. Using things in nature--twigs moss, cattails, leaves, and stones, students will make painting prints.	Collect, Print, and paint from Nature. John Hawkinson	Students will list to a friend two types of media a painter could use to paint a picture.

TEACHER'S NAME Betty Boyes Grade Level 1

ELEMENT

Unit Title: Painter

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
3. At the completion of this unit, the student will show his comprehension by correctly identifying one abstract painting and one realistic painting as shown in Comptons Pictured Encyclopedia, #11.	Paintings will be brought to class. Students will discuss which paintings look real to them. The terms "realistic" and "abstract" will be introduced. Students will be divided into groups of four. Each group will be given a set of pictures and will categorize the pictures into realistic and abstract groups. Students will use watercolor to paint an abstract picture. Students will discuss how lines are used in paintings to show motion. Pictures will be shown, depicting a feeling of movement. Story: (review of "Do You See What I See" After listening to a recording students will paint to music, making lines to show the rhythm of the music. Resource person (art Teacher) Will discuss tyings to look for in a painting, color, line, mass, space, and texture.	Paintings rented from Bennett Martin Library. Comptons Pictured Encyclopedia #11. Do You See What I See, Helen Broten Resource person	3. In groups of four, students will be assigned to paint either an abstract or realistic group painting. They will display their picture to the class and let them decide if the painting is realistic or abstract. The class will give reasons why they feel that it is one or the other. As a group, the class will be shown paintings, and will decide whether each is realistic or abstract.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
4. At the completion of this unit, the student will show his comprehension by listing at least two things that the painter can show us in his paintings, as discussed in the World Book Encyclopedia, #15.	Students will be shown different paintings, and will discuss what the painter is showing us. Students will write an experience chart on things the painter can show us in his paintings. Each student will pick one idea he would like to show and paint a picture of it. Each painting will be named and framed in construction paper. Students will have an art exhibit. With paper money students will "buy" paintings by leaving money beside their favorite. Students will discuss why some pictures had more money beside them, then others. (Painters will sell their pictures if people like them; they don't make much money unless people like them). Students will look at classmates pictures and decide what each is showing us.	World Book Encyclopedia, #15 Paintings	4. Students will review the experience chart that lists different things the painter can show in his paintings. In groups of four, students will be given paintings, and list what each painting shows us. Students will list to a friend two things that the painter can show us in his paintings.

Name: Betty Boyes

Painter

	MATH	LANG. ARTS	SCIENCE	SOC. STUD.					
	How many colors can be made from 3? How much money did each picture make?	Poem on colors. Students will discuss why they liked certain pictures.	Experiment with colors.	How a painter can earn a good living.	Students role-play different people's reaction to one painting.	Song on colors in nature.	Experience chart on what we found out about colors. Experience chart on what happened at our Art Exhibit.	Make a color wheel. Divide paintings into abstract and realistic groups.	Story on Colors Story about a famous painter.

TEACHER'S NAME Jane Kelley Grade Level 1

ELEMENT : Career Awareness, Self Awareness

Unit Title: The Plumber

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. After visitation of a resource person the child will demonstrate knowledge of the work of the plumber by drawing a picture of the plumber surrounded by his tools, with 100% accuracy.	Read A Fish Out of Water, P.D. Eastman. Read about the plumber in Childcraft, Vol. 10. A resource person will speak to us about his job. Make before and after pictures--before the plumber and after the plumber.	Resource Person A Fish Out of Water Childcraft	1. The children will draw a large picture of the plumber surrounded by his tools to be used in a booklet.
2. The children will have knowledge of the importance and dignity of the career of a plumber by making "before and after" pictures of before and after the work of the plumber.	Discuss the need for a plumber.		2. The child will make "before" and "after" pictures of before and after work of the plumber to show the importance and dignity of a plumber.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

TEACHER'S NAME Linda Voecks Grade Level 1

ELEMENT: Self-awareness; Career awareness; Decision making; beginning competency; Attitudes and appreciations

Unit Title: Any family member who has an occupation is either a producer of goods or a producer of services

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. After listening to tape #4 in the SRA Social Studies book, the first grade children will display comprehension of the differences in producers of goods and producers of services by distinguishing the differences in 15 out of 20 producers.	1. Listen to the tape for lesson #4 in SRA Social Studies program. Discuss the pages that accompany lesson #4.	1. SRA, Our Working World, Grade 1.	1. The children will list 20 producers and identify if they are producers of goods or producers of services.
2. After the parents visit the room, the 1st grade children will have knowledge of the activities of the producers by knowing 3 activities for each producer.	2. The children will work on a questionnaire with their parents, asking the following questions: a. The name of his parents occupations b. The activities the parents do in each occupation. c. A listing of how they became a _____ d. A listing of the equipment they use. e. A description of the uniform each worker wears. The parents will be asked if they would come to visit to tell us about their occupation.	2. Library books, films, filmstrips, and records to be used--to be added as we need them. a. "What to be Book Bag" Children's Press b. My Father Works, Wollensak Teaching Tapes c. Mothers Work, Too, Imperial Film Co.	2. The children will list 3 activities that each producer needs to do to do his work.
3. After listening to the parents talk the first grade children will have knowledge of the qualities needed to become a producer by identifying 2 needed qualities.	3. The children will orally help prepare a list of producers of goods and services. The children will	3. Tapes from SRA, Our Working World. a. Simple Machines and How They Work, Elizabeth N. Sharp b. What is a Machine, B.J. Syrocki	3. The children will make a list of qualifications each producer needs to get his job.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	especially be asked to list the occupations of their fathers and mothers. (Bulletin board can be made of drawings made by the children showing their father's and mother's occupation.)	c. Machines, Edward, Victor d. I Know a Farm e. I Want to be a Farmer f. I Want to be a Mechanic g. I Want to be a Carpenter h. Why Fathers Work i. Electricity j. About Postmen k. Mr. Zip and the U.S. Mail l. Mail Delivery m. My Dad is a Carpenter	
4. After listening to tape #6 in the SRA Social Studies Book, the first grade children will analyze the use of tools by each producer by comparing all of the old tools with the new tools.	4. The children will cut pictures from magazines showing producers of goods and producers of services.		4. The children will draw pictures and explain the differences in old and new tools.
5. After listening to the parents talk the first grade children will have knowledge of the uniform worn by each producer by recognizing 10 out of 12 uniforms.	5. Library books to be read about the producers we are interested in discussing. 6. Play the game producer. 7. Speakers will come into out classroom (resource people) to describe the work they do. (Could be asked to bring in a snapshot of themselves working --Bulletin board)	Game cards similar to Bingo.	The children will put the correct uniform on the correct producer.

TEACHER'S NAME Linda Voecks Grade Level 1

ELEMENT

Unit Title: Any family member who has an occupation is either a producer of goods or a producer of services

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	8. They could also bring a good they have produced so we could set up a display. They also should be able to describe or bring a snapshot of the building they work in. 9. The children will sing "Here We Go Round the Mulberry Bush" singing and acting out the producers we have been reading about and discussing. 10. The children will bring a shoebox and make a diarama of the occupation that the child chooses. 11. Listen to the tape for Lesson #6 in SRA Social Studies program. 12. Resource people could bring tools they use and also snapshot of tools for bulletin board use. 13. Role playing of producers using tools. Children will choose out of the occupations they have listed.		

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	14. Write a group story of what the producers would have to do if they did not have their tools to work with. Given situation: If a man wanted to pound a nail in a board how he could do it without a hammer. Why would it be easier to use a hammer? 15. Library books will be read about tools and their uses. 16. The children will make pictures of tools or small mock-up of the tools of their occupation to place inside their building.		
MUSIC: The first grade students will have knowledge of the different occupations of parents by being familiar with 3 different songs. after learning the words to the songs.	The class will learn song. A small group will make up movements suggested by the various occupations while the rest of class sings song.	Possible Resources: This Is Music, Book 1, Allyn and Bacon "When I Was a Cobbler", p. 84 "Workers In Our Town", p. 85 "Jump Rope Chart", p. 85	The students can sing the songs.

TEACHER'S NAME Linda Voecks Grade Level _____

ELEMENT

Unit Title: Any family member who has an occupation is either a producer of goods or a producer of services

OBJECTIVE	ACTIVITIES (For obj. #5)	RESOURCES	EVALUATION
	17. If possible each resource person will wear his work uniform. 18. The children will trace around themselves and dress their character in the clothes of the occupation he has chosen. 19. Set up learning centers consisting of games that deal with the identification of producers of goods and producers of services. 20. Films, filmstrips and records will be used to reinforce any occupation.		

TEACHER'S NAME _____ • Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

TEACHER'S NAME Sharon Cobb, Marcia Timm, Lois Farlin Grade Level 2

ELEMENT: Self Awareness, Career Awareness, Beginning Competency, Attitudes and Appreciations

Unit Title: The Farmer

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. After completing the chart the children will demonstrate knowledge that all farmers have common interests by participating in a quiz show in which they answer five questions correctly.	Use chart paper and list the things farmers have in common: Prices Weather Machinery Children may illustrate with chalk (spray with hairspray to prevent smearing) Use dried seeds to make a picture. Read Stories View film: "Providers of Plenty" "The Better Half of Farming" Filmstrip	FREE FILM: Providers of Plenty Farm Credit Banks Omaha, Nebraska "The Better Half of Farming" New Holland Division of Sperry Rand Corp. New Holland, Pa. 17557 BOOKS: I Want to be a Farmer, Carla Greene The Little Farm, Lois Lenski Farms, Robert Howard FILMSTRIP: "Land of the Free"	1. The students will have a quiz show. They will ask panel questions about the common interests of farmers.
2. The pupils will gain knowledge that today's farmer can utilize more land with the help of new machines, pesticides, and irrigation, and after completing the activities all the students will prepare a roll paper movie and show it to another class with each student explaining 2 frames.	Make a chart from magazine pictures that shows various ways of irrigating and controlling insects--utilizing modern machinery. Read Stories	BOOKS: Discovering Plants, Glenn Blough Little Farmer, Margaret Wise Ten-Big Farms, Dehlov Ipcur, (New York: Knopf, 1958) I Want to be an Orange Grower, Carla Greene	2. The children will make a roll paper movie showing the modern way of farming including the machinery, irrigation and pesticide control. They will share the movie with another class.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Filmstrip View film: It's A Family Affair	"The Truck Farm", Cornet FREE FILM: "IT's a Family Affair" Allis Chalmers Film Library 4431 W. North Avenue Milwaukee, Wisconsin 53208	
3. All the boys and girls will comprehend that specialization of today's farm occupations calls for interdependency by constructing one land use map after completing the activities for the objective.	View film: "The Changing Cowboy"	FREE FILM: "The Changing Cowboy" American Hereford Assoc. Hereford Drive Kansas City, Mo. 64105 BOOKS: Apples from Orchard to Market, (Mary Moore Greene), Chicago, Melmont, 1958. When I Grow Up I'll Be a Farmer, Lillian Rifkin.	3. Use a U.S. map and title it "Land and climate Make Farmers Specialize". Children will color in sections of the map where fruit, cotton, tobacco, potato, tree, grain, dairy, truck, turkey, chicken, and stock farms are located.
	FIlmstrip Refer to vertical file	Janet Visits a Dairy Farm Vertical file: Dairying Farm Products Food Grains Wheat Agriculture Animals Cotton	
		Picture--"Spring Corn", artist C.J. Sternberg	

TEACHER'S NAME Sharon Cobb, Marcia Timm, Lois Farlin Grade Level 2

ELEMENT

Unit Title: The Farmer

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Film	FILM: "Let's Visit a Poultry Farm", Cornet	
4. After playing the game "Hazards" once and mastering the game the children will comprehend that farmers face many risks.	Make a game called "Hazards". The child advances with throw of dice, if he lands on hazards a farmer is likely to encounter he is forced to go back the number indicated on the game.	Make the game on sturdy poster board.	4. The students will demonstrate mastery of the game.
5. At the end of the unit the boys and girls will demonstrate knowledge of different types of farms by constructing farm replicas depicting 3 of the 8 types of farms.	Filmstrip REad Stories Assemble a bulletin board or display from magazine pictures entitled "Farms are Different" Plant seeds from different types of farms.	"Life on a Dairy Farm" BOOKS: When the Cows Got Out, Dorothy Koch. Sunup, Alvin Tressett Farm Helpers, Evelyn Payton, (Chicago: Melmont, 1958) Eight Farm Stories, SRA, Senesh, pp. 100-103. SRA Textbook--Our Working World, "Let's Take a Trip", p. 54, p. 62. FILMSTRIP: "Farm Father", Series 1 & 2, Long Filmslide Service.	5. The children will construct 3 farm replicas using boxes and clay animals.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	VIew Film: "Four Star Farmers of 1965"	FREE FILM: "Four Star Farmers of 1965" Keystone Steel and Wire Audio-Visual Dept. Peoria, Ill. 61607	
	Film	"The Dairy Farm", Cornet	
	Make butter from cream, serve on crackers.		
	Make a 3-D chart of things made from wool, dairy products seeds to fruit, etc.		
	Game in Spark "The Store Window", p. 192, Mary Roy, Educational Service, Inc. 10. Introduce map study. Make a large drawing showing location of farm building for their farm replica.		
PE Program to be taught by PE Teacher: 6. At the conclusion of the period the students will show comprehension of the rules by playing various games correctly, dealing with the farmer.	Play the following games: a. Run Chickens Run b. Jump the Brook c. Dog and Bone d. Farmer and Scamp e. Have You Seen My Lost Sheep f. Farm Animal Relay	"Games for the Elementary School Grades", Hazel A. Richardson, pp. 5, 6, 12, 29, 30, 76.	6. The children will show comprehension to the rules of the games by playing them correctly.

TEACHER'S NAME Sharon Cobb, Marcia Timm, Lois Farlin Grade Level 2

ELEMENT

Unit Title: The Farmer

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
2. By the end of the period, the students will imitate muscular strength necessary to be a farmer by performing physical exercises correctly.	Develop muscular strength by physical exercise.		The students will demonstrate physical strength by performing physical exercise correctly.
MUSIC to be taught by Music teacher 7. The second grade students will have better knowledge of the tasks of the farmer by being familiar with three different songs and being able to sing the songs correctly.	LEarn the words to the songs and then play the singing games where applicable.	Possible Resources: Discovering Music Together, Book 2, Follett "The Farmer", p. 48. This Is Music, Book 2, Allyn and Bacon "I Like to Live on the Farm", p. 114 "The Roosters Crowing", p. 116 "Little Bingo", p. 123 "The Farmer in the Dell" "OLd McDonald"	7. The students will be capable of singing the songs.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

TEACHER'S NAME — Sharon Cobb, Marcia Timm, Lois Farlin

Grade Level 2

ELEMENT: Self Awareness, Career Awareness, Decision Making, Attitudes and Appreciations, Beginning Competency

Unit Title: The Pharmacist

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. At the end of the unit the children will comprehend the interrelationship between education and work in pharmaceutical occupations by writing an experience report demonstrating this interrelationship in 2 ways.	1. Field trip to the local drug store where the pharmacist will explain measuring and mixing medicine. He could show them what would happen if he mixed the wrong ingredients together (maybe a small explosion). He may also tell what happens to people who cannot afford to pay for medicine they need.	1. Field trip Resource Person (preferably the local pharmacist) FILMSTRIP: "Drug Store Workers"	1. The student will write an experience report and include at least two ways education and work are interrelated in pharmacy.
2. At the end of the objective the children will respond in a class discussion on 4 qualities essential to becoming a pharmacist.	1. Mix a recipe, once the right way and once the wrong way. The children will be able to taste the importance of following a recipe. It also illustrates the importance of the pharmacist's dependability and honesty, etc.	1. Cookbook and recipes. Supplies	2. The student will participate in a class discussion on why honesty, generosity and dependability are essential qualities for the pharmacist.
3. At the end of the unit the children will imitate in a comic skit 5 typical situations in which a pharmacist must cope.	1. Books Filmstrips 2. View film: "friend of the family"	1. May order from Devise by Daryl Coburn from E.S.U. #12, Jerry, Jimmy and the Pharmacist. FILMSTRIPS: Devise "My Mother Works in a Drugstore" "The Drug Store" "The Neighborhood Pharmacist" FREE FILM: "Friend of the Family" Eli Lily and Co. Audio Visual Film Library P.O. Box 618 Indianapolis, Indianna 46206	3. The students will participate in a comic skit about a pharmacist.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

TEACHER'S NAME Marcia [illegible], Sharon Cobb, Lois Farlin Grade Level 2

ELEMENT: Career Awareness, Beginning Competency, Decision Making, Self Awareness, Attitudes and Appreciations.

Unit Title: Supermarket

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. The children will gain knowledge that one service provided by stores is that of buying large quantities of supplies from far away places and will recall in a class discussion one reason why stores must provide this service after playing a game.	1. Play a game. Children pair off and research the origin of a grocery product. The game is played by having the storekeeper call out a grocery item. The children come up in pairs and "sit on the shelf as if they were that item." The grocer then asks where they came from. Children make a list of things they eat for breakfast. Make a bulletin board with the foods in the middle and yarn to the four corners. Corners have cereal factory, orange farm, dairy farm, banana plantation. Trace sequence of a a fish from sea to fish market. View film: "Fresh from the West": "From Cow to Carton"	1. Senesh, Neighbors at work, Teacher's Guide, Activity #6, p. 134. Magazines yarn bulletin board Our Working World, Senesh "Let's Take a Trip", p. 82, Food Store FREE FILMS: "Fresh from the West" Union Pacific Railroad Motion Picture Bureau 1416 Dodge Street Omaha, Nebraska 68102 From Cow to Carton Motion Picture Talking Services Pratt Education Media, Inc. 200 Third Avenune, SW Cedar Rapids. Iowa 52404	~~1. Student will recall one~~ reason that stores produce a service by buying large quantities of supplies from far away places.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
2. After visiting a supermarket warehouse the pupils will demonstrate knowledge that stores provide a service by storing goods for a long period of time and finding pictures of 10 products which can be stored indefinitely.	Children bring in newspaper sale ads and during a class discussion, they can speculate why stores have sales from time to time. Read books Field trip to a supermarket warehouse.	FILMSTRIP: "My Dad Works In a Supermarket" Guidance Stories Encyclopedia Britannica Imperial Film Company BOOKS: The Fir t Book of Supermarkets, Jeanne Bendick Let's Go to a Supermarket, from Devise (ESU #12) "Food for a Little Town", Devise	2. The children will make a scrapbook of 10 pictures of products which can be stored.
3. The children will have knowledge that stores compete for customers by offering lower prices, convenient locations, and better goods and after participating in a survey they will compile the results in 1 bar graph.	Devise a questionnaire to send home concerning items parents buy in the neighborhood or out of the neighborhood. Send home a questionnaire comparing two similar stores and reasons for shopping there. Read stories.	Senesh, Activity #14, p. 136 Senesh, poem, p. 147, "Emma's Store" p. 143, The Adventures of Tom by Bettina Smith	Students will participate in questionnaire surveys and prepare one bar graph.
4. Pupils will gain knowledge that income to a store owner must be used to cover expenses before a profit is shown after listening to a record and answering 80% of the questions correctely.	Listen to record about Georgie selling calendars.	Senesh, record #7, (for grade 2), p. 133.	4. Students will answer 80% of the questions correctly in a class discussion.

TEACHER'S NAME Marcia Timm, Sharon Cobb, Lois Farlin

Grade Level 2

ELEMENT

Unit Title: Supermarket

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
5. The children will demonstrate knowledge that advertising is an important factor in enticing customers by drawing and judging five of their own grocery store advertisements after completing the activities for the objective	Children bring newspaper ads to class and judge them on color, information and attractiveness. Make a graph. Send home questionnaires on mother's favorite between two brand names of soap, detergent, coffee, milk, bread, canned soup. Graph will show importance of brand names. Again to demonstrate the importance of brand names, have children being a few boxes of their favorite cereal and the price. Put them on a shelf and have each child tell which is his favorite and why. The teacher keeps track of how many chose each brand. Then compare choices to show that people are willing to pay more money to purchase a brand name. View film: "A Jar is a Jar Is A Jar"	Senesh, activity #24, p. 138 FILMSTRIP: "The Supermarket" Exploring our Community K-3 Sigma Educational Films Senesh, Activity #27, p. 138. FREE FILM: "A Jar is a Jar Is a Jar" Farm Film Foundation 1425 H Street, Northwest Washington, D.C. 20005	5. Children draw and judge 5 of their own grocery store advertisements. (to be used later in setting up their grocery stores)

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
6. After reading the story "Business Boy" the pupils will comprehend the concept of profit and will play the grocery store game one time.	Field trip to the supermarket. Read book Filmstrip Song	I Want to be a Storekeeper, Carla Greene Our Working World, Senesh, 2nd grade, p. 84, "The Business Boy." "The Grocer", from Devise (Service Unit #12). "Going Through the Supermarket" (New Music Horizons, Silver Burdett, p. 32). "Animal Supermarket" (Young People's Records, 106th Avenue, N.Y., NY.	6. Play the grocery store game (Activity #21, p. 137, Senesh)
7. After reading and discussing "Top and Bottom", the children will develop a value of the importance honesty plays in business by writing one story which applies the principles of honesty.	Read Story, discuss importance of honesty. Transparency: The Storekeeper Troll Association. View Film: "The Supermarket"	Top and Bottom, p. 145, in Senesh. FREE FILM: "The Supermarket" Sperry and Hutchinson Co. Consumer Services P.O. Box 935 Fort Worth, Texas 76101	7. The children will write one story in which they role play the principles of honesty.
8. After the unit is finished the children will demonstrate their knowledge of the factors necessary in operating a successful business by setting up two stores which compete.			8. Set up two stores and have them compete for business. They must advertise. At the end of a specified period of time, figure up profits and decide which store has made the most. Students will use knowledge they have simulated

TEACHER'S NAME Marcia Timm, Sharon Cobb, Lois Farlin Grade Level 2

ELEMENT: Self Awareness, Career Awareness, Attitudes and Appreciations, Beginning Competency

Unit Title: Dentist

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. The pupils knowledge will be demonstrated by the ability of the student to identify 6 of a dentist's instruments and tell their uses to another child after a visit to the dentist's office.	1. Field trip or a resource person. Set up display table of the dentist's tools. Read booklet: "A Dentist in the Classroom" Write experience stories and share with the class.	Local Dentist Display table and tools labeled Pencil and paper FREE BOOKLET: " Dentist in the Classroom" American Dental Assoc. 211 E. Chicago Avenue Chicago, Ill. 60611	1. The student will recognize at least 6 dental tools and explain their uses to another child.
2. After completion of objective #2, the children imitate the procedure for cleaning teeth by role-playing a dentist in one tooth cleaning situation.	2. BOOKS Practice role playing the dentist cleaning teeth. The students will list the correct steps for brushing teeth. Filmstrip on Tooth decay Draw sequence pictures on a mural showing steps to take in cleaning teeth properly, foods that aid decay, how we can help our teeth, etc. FREE FILM: "Dottie and the Dentist", "Dudley the Dragon" "Dottie and Her Dad"	2. BOOKS: I Want to be a Dentist, Carla Greene Let's Go to a Dentist Jack's Dental Check Up The Dentist "The Mouth I Live In", from Colgate "Dottie and the Dentist, free on loan from the American Dental Association Bureau of Audio Visual Service 211 East Chicago Avenue Chicago, Illinois 60611 Refer to vertical file:"Dentist"	2. The student will role play a dentist in a tooth cleaning situation.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
3. When the activities are completed the children will apply and use vocabulary words from the dental unit by spelling 2 to 10 words from the dental vocabulary list.	Using chart paper, make a comprehensive list of words relating to the dental unit, children should suggest most of the words.	Refer to books read for the unit. Refer to display table of tools.	3. The student will spell from 2 to 10 words from dental vocabulary list.
4. To show children the parts of a tooth, and by the end of the unit the children will have gained knowledge of the parts of a tooth and will draw and label at least 3 parts of a tooth.	Using plastic model of a tooth, draw the parts on the chalkboard and label each part.	Plastic model of a tooth that can be taken apart. FILMSTRIPS: "My Mother is a Dental Assistant", Imperial Film Co. "The Dentist", a film loop Denoyer-Geppert Audio Visuals Additional Resources: (for activity 2) FREE FILMS: "Dudley the Dragon" Modern Talking Pictures Service c/o Pratt Educational Media, Inc. 200 Third Avenue, S.W. Cedar Rapids, Iowa 52404 "Merlin's Magical Message" "The Beaver's Tale" "A Dentist in the Classroom" (all ordered from above address)	

TEACHER'S NAME Linda Voecks Grade Level 2

ELEMENT: Self awareness; Career awareness; Beginning competency; Attitudes and Appreciation

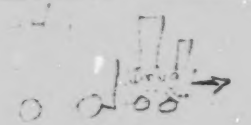
Unit Title: Occupations in the suburban neighborhood

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. After the children have watched the filmstrip for lesson #4, the second graders will have knowledge of occupations found in a suburban neighborhood by listing 7 out of 10 businesses found there.	1. Listen to the tape on suburban neighborhoods, Lesson #4. Children draw a large map to show the construction of a suburban area. The prime area of occupations would be found in the shopping centers. (7 types of businesses found could be: drug store, bakery, grocery store, pet shop, music store, ice cream shop, laundromat, etc.) The children will be taken on a field trip to observe the different businesses found in the shopping center. A discussion will be held to determine the need of each business. An experience chart will be made of the field trip. The businesses will be listed on our chart.	1. SRA "Our Working World" grade 2, tape for Lesson #4. Coronet Films (1967) Neighborhood Series: #3 Neighborhoods in the Suburbs Snapshots can be taken of a suburban shopping center.	1. The children will make a list of all the businesses found in a suburb.
2. After the field trip the 2nd grade children will have knowledge of occupations found in each business by writing	2. The children will make a list of businesses found in the shopping center. Under each business we will list the occupations they were	SUE Our World of Sights and Sounds, #5, Pet Shop	2. The children will write an experience story about each business and list all of the workers seen.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
about 5 out of 7 workers found in each business in the suburb.	aware of when we visited the shopping center. A game will be played to identify the business by the products they sell, the occupations found in them and a description of the building. A bulletin board will be made listing the businesses and occupations found in each shopping center.	[redacted] Questions will be asked. For each correct answer, player will move the designated spaces 	
3. After the field trip the second grade children will have knowledge of the duties of each worker in each occupation by developing a list of all the workers seen.	3. The children's interest will be guided to 4 types of occupations (salesman, cashier, baker and pharmacist). The children will divide into 4 groups and do research on their given area. The children will be able to determine the method they wish to use to find out the duties. A match game will be played to match duties to their occupation and business heading. Each group will put on a demonstration to show everything done by the person in their occupation.	BOOKS: I Want to be a Baker Jerry and Jimmy and the Pharmacist I Want to be a Storekeeper	3. The children will draw pictures and write a sentence about the duties of each worker found in a suburb.

TEACHER'S NAME Linda Voecks Grade Level 2

ELEMENT

Unit Title: Occupations in the suburban neighborhood

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
4. After studying the unit the second grade children will analyze the relationship of all the neighborhoods studied by comparing three of the likenesses and differences found in the neighborhoods.	The children will make a listing of all occupations discussed and where they are found. A discussion will be held to determine the reason why each neighborhood would need the occupations they have. The question should also be asked, "What would happen if each neighborhood did not have the business it has?" A "grand prix" game will be played. The children's car will move one space for each correct answer given about the 3 neighborhoods.	"How People Live in the Suburbs", Muriel Slanek, Benefic Press, 1970	4. The children will write a class paper comparing all of the neighborhoods.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

TEACHER'S NAME Marcia Timm, Sharon Cobb , Lois Farlin Grade Level 2

ELEMENT: Self Awareness, Career Awareness, Beginning Competency, Decision Making, Attitudes and Appreciations

Unit Title: The Fireman

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. The children will show knowledge of the duties firemen perform by writing one short essay on the duties of a fireman after a field trip.	1. Read Books 2. Filmstrips 3. Field trip to the fire station where the firemen will a. give a tour of the fire station. b. explain the alarm system c. explain the duties of a fireman. d. explain fire fighting equipment. e. give children a ride on the fire engine. f. explain the history of fire prevention week. 4. Use a fictitous example and trace the call of a fire. (who places the call, who gets the call first, what do the firemen do, who goes to the fire first, etc.) 5. What does the fireman do when there is no fire? Where does he eat, sleep, what other jobs does he have, such as washing trucks, keeping the station clean, etc.)	BOOKS: A Visit to the Firehouse, James Collier The First Book of Firemen, B. Brewster "The Story of Fire" "Hook and Ladder" FREE REPRINT: "Police and Fire Fighting" (SA-2377) Field Enterprises Educ. Corp. Educational Services Dept. Merchandise Mart--Mail Station 8 Chicago, Illinois 60654. FREE: Children's Fire Safety Lessons Coloring Book Kemper Insurance Advertising and Public Relations, Dept. D-1 Long Grove, Ill. 60049	1. ~~The student will write a~~ short essay on duties of firemen after the field trip.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
2. The children will comprehend the personal qualities of a fireman and will prepare one poster which matches pictures with qualities.	Using the opaque projector, the children can enlarge coloring book pictures concerning firemen and fire fighting. After coloring and painting the pictures, they could be mounted in the hallways. Read Books. Watch filmloop.	Fireman Fred, Jane Barr Jimmy and the Fireman, James Vorhees, from Our Working World, (Teacher's guide for 2nd grade), p. 180 I Want to be a Fireman, [illegible] Greene FILMLOOP: "The Firemen", Community Workers, Denoyer, Geppert Audio Visuals.	2. The children will prepare one poster which matches a picture with a quality.
3. The children will demonstrate knowledge of the tasks firemen do to keep people safe by naming orally 2 services produced by a fireman when they have completed the activities.	Read Story Mimeograph Make posters on the services a fireman produces: a. protection b. fire prevention c. puts out fires Students will construct a fire truck out of boxes.	Childcraft, Vol. 6, pp. 210-211. "Put Out the Fire" Community Helpers Activities Set 1 F.A. Owen Pub. Co., "The Firemen" In the Neighborhood, Scott, Foresman "Fire in the Neighborhood" "After the Fire" "Firemen Protect Us", pp. 80-81. Materials: 2 coffee cans for headlights, 5 empty crates.	3. Children will name orally 2 services produced by a fireman.

TEACHER'S NAME Lois Farlin, Marcia Timm, Sharon Cobb Grade Level 2

ELEMENT

Unit Title: The Fireman

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
4. The children will be able to analyze their part in fire prevention by taking the Jr. Fire Marshall home check during fire prevention week.	Read Books	BOOKS: Fire Cat, Esther Averill Hercules, Hardie Gramathy Mrs. Crumble and Fire Engine No. 7, Patricia Martin	4. The student will be given the Jr. Fire Marshall home check to complete and return to the classroom.
	Filmstrips	"Fire: Friend or Foe" "The Fable of Freddy Fire" "Fire Protection in the Big City", (Devise) "I'm No Fool With Fire", (available from Little Dixie Library in Mobile, Alabama).	
	Refer to vertical file for further information on materials for fire prevention.		
	With students, make a checklist of fire prevention projects.		
	From checklist, the students can use crayons, collage materials, chalk, etc., to make a large mural.		
	Class discussion reviewing fire drill procedures and participation.		
	Ride on fire truck during fire prevention week.		

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
5. The children will apply and use vocabulary words from the fireman unit by completing one crossword puzzle consisting of words from the fireman unit as a culminating activity.	With children's help, make a list of new words encountered in the fire unit. The list should include some of the new words encountered in the fire unit. The list should include some of the following words: Fireman, water, hose, boots, prevention, truck, engine, alarm, ladder, hook, pole, station, axe, fire extinguisher, hydrant, protection, smoke, flames, fireproof, rope, rescue, matches, burning, safety. The children may write a picture story using as many words from the list as possible. The children may choose words from the list to put on an individual spelling list. Play musical chairs. Each child has a large card with a "fire word" on it. When the music stops, the child without a chair may earn a second chance by spelling his word.	FILMSTRIP: "Hook and Ladder, the Fire Department Story", Troll Associates. Cassette tape and book: The Fireman and His Work, Wollensak Teaching Tapes	5. The student will complete a crossword puzzle consisting of words from the fireman's unit.

TEACHER'S NAME Sharon Cobb, Lois Farlin, Marcia Timm Grade Level _____

ELEMENT

Unit Title: The Fireman

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
6. PE Program (to be taught by PE Teacher) At the conclusion of the period, the students will show comprehension by playing the game "Fire Chief" correctly in relation to the "fireman" unit.	Play Fire Chief. Develop skills: speed-running relays, and running patterns Agility--obstacle	"A Guide to Movement Exploration" by Hackett and Jensen "Games for the Elementary School Grades", by Hazel A. Richardson.	6. Students will be able to demonstrate speed and agility and show comprehension of the rules of the game "Fire Chief"
7. MUSIC (to be taught by Music Teacher) After learning the words of the songs the second grade children will have better knowledge of the fireman by being able to sing two songs correctly.	Learn the songs then use rhythm instruments to help dramatize the songs.	This Is Music, Book 1, Allyn. and Bacon "Fire! Fire!", p. 88 "The Fire Truck Chart", p. 89 "The Junior Fire Marshal Song", S. Caesar	7. The children are capable of singing the songs.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

TEACHER'S NAME Sharon Cobb, Marcia Timm, Lois Farlin Grade Level 2

ELEMENT: Attitudes and Appreciations, Career Awareness, Beginning Competency, Decision Making, Self-Awareness

Unit Title: The Policeman

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. After the visitation of a resource person the students will comprehend the various duties of a policeman by constructing a mobile depicting 6 policemen's duties.	1. Read Books 2. Resource person--a policeman--comes into the classroom to: a. Show children the equipment he wears on his person and explain their functions. b. Show children the patrol car and its special equipment and uses. c. Cover the duties of a patrol officer. d. Briefly explain other police occupations. e. Review safety practices that are expected of children. f. Answer questions the children may have. g. Present film "Red Light, Green Light" h. View Filmstrip	BOOKS: Police, C.B. Colby What Do They Do, (Police and Firemen), Carla Greene Law, the Police Horse, Pauline Belmont Film: "Red Light, Green Light" (Available from E.S.U. #6) "The Highway Patrol", Sigma Educational Films.	1. In groups, the children will construct circular mobiles depicting the various policeman's duties.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
2. After completion of the activities the children will respond about the qualifications of a policeman by writing one poem in groups of four.	1. Read Books 2. Watch a filmstrip 3. Make a "class list" of the qualifications of a policeman. Each child will write a short story to share orally with the class. The first sentence will be "The most important qualification of a policeman is _____ because. . . .	BOOKS: I Want to be a Policeman, Carla Greene. I Know a Policeman, Barbara Williams. "The Policeman" (Devise)	2. The children will write a poem about the policeman and in small groups work out readings of it.
3. After completing the activities, the children will receive information that a policeman has a responsibility to the community and will write and dramatize 1 service a policeman performs.	1. Read Books. 2. Watch filmstrip 3. The children can create a bulletin board called "What the Policeman Does for You" Each child draws a picture of how a policeman gives a service to the public (and label the picture) View Film: "Police Tattoo" Design an unsolved mystery and ask the students what responsibilities the policeman has to an individual or the community.	BOOKS: Read About the Policeman, Louis Slobodkin Squad Car 55, (Devise) 2. "Men in Blue", Policemen in Action. 3. Free Film: "Police Tattoo" Permanent Mission of Malaysia to the U.N. 845 3rd Avenue New York, N.Y. 10022	3. Children write and dramatize one service a policeman performs.

TEACHER'S NAME Sharon Cobb, Marcia Timm, Lois Farlin Grade Level 2

ELEMENT

Unit Title: The Policeman

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
4. After viewing the filmstrip the pupils will gain knowledge of their responsibility in maintaining safety, law and order by writing 2 articles, for the 6th grade newspaper.	1. Sound filmstrip	"Our Flag and Our Country" "Police and Police Protection" (Devise) "Police Protection in the Big City" (Devise) Transparency: The Policeman, Troll Associates	4. As a class write an article for publication in the 5th or 6th grade newspaper about "Police Protection in our City" (May also be published in town newspaper)
	Paint soapsuds pictures of the policeman or the flag. Make monoprints of fingerprints from ink pads. Play a game similar to treasure hunt. Give several children a "crime weapon" to hide. The rest of the children hunt for it from given clues.		
	View film: "Our Man in the Middle"	FREE FILM: "Our Man in the Middle" Association-Sterling Films 512 Burlington Avenue LaGrange, Illinois 60525	
5. The children will apply and use vocabulary words from the policeman unit by unscrambling 10 of these words when the activities are completed.	With children, make list of new words they encountered from the police unit. Children may use these words on their individual spelling lists. Children may make a pictionary of the words on the list by		5. The children will unscramble words from the policeman's unit.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	putting the words in alphabetical order and a magazine picture next to the word if it is a picture-type word.		
6. At the end of the unit the pupils will demonstrate knowledge of the equipment and uniforms used by policemen by preparing a scrapbook of 11 items a policeman utilizes.	Carve a gun from soap or wood. Make badges of metal, or aluminum foil. Make a poster of policeman showing all equipment. Make dress models in uniform.		6. The children will make a scrapbook of equipment used by a policeman. a. billy club b. hat c. badge d. gun e. uniform f. whistle g. sirens h. mace gun i. paddy wagon j. gas mask k. radios
PE PROGRAM (taught by PE teacher) 7. At the conclusion of the period, the students will show comprehension of the rules by playing "red light, green light" correctly.	1. Play "Red light, Green Light".	"Games for the Elementary School Grades", by Hazel A. Richardson.	7. The children will play "Red light, Green light".
MUSIC PROGRAM (taught by Music teacher: 8. After learning the songs related to policemen the second grade children will have a better understanding of the role of the policeman by being able to sing two songs correctly.	The class will learn song. Students will act as the friendly policeman and direct traffic during the singing of the song.	Possible resources: Rime Rhythm and Song by Hall and McCreary "Stop! Look! Listen, p. 26. This Is Music, Bk. 1, Allyn & Bacon "The Policeman" p. 87	8. Students will be able to sing songs.

TEACHER'S NAME Sharon Cobb, Lois Farlin, Linda Voecks Grade Level 2

ELEMENT: Self Awareness, Career Awareness, Beginning Competency, Attitudes and Appreciations, Educational Awareness, Decision Making

Unit Title: Business and Office: The Secretary

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. The children will show comprehension of 5 secretarial jobs by completing a matching game after a variety of activities over a 2-week period with 80% accuracy.	1. Field trip to the high school business education department.	Make arrangements for the field trip. Storybook paper	1. Old Maid: Match the jobs with the correct workers.
	2. Field trip to the secretarial office at the Tech School. Write experience stories about field trip.		
	3. Visit service unit secretary.	Make arrangements	
	4. Use some of the activities from the Job Experience Kit.	Job Experience Kit SRA-259, East Erie St., Chicago, Ill 60611	
	5. Visit the school secretary.		
	6. Watch the filmstrip "A Matter of Business" and accompanying tape.	"Busy Office, Busy People, K-3, Teaching Resources Film 1 fS (col), CS (005557), $12. The Wonderful World of Work--4-6 series, Office Occupations Denoyer Geppert, Times Mirror, 5235 N. Ravenswood Chicago, Ill. 60640	
	7. Draw pictures of secretaries working after the field trips.	Paper for pictures.	

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	8. Read books about secretarial work.	Comic Book: Popeye: Business and Office Careers, King Features, 235 East 45th Street, New York, NY 10017 Filmstrip: "My Mother Works in an Office", Gr. 1-5, Imperial Film Co., 1 FS (Col. cap) (028572), $7.00	
2. The students will manipulate the secretarial equipment by using four of the five pieces of equipment correctly after demonstration of the various types of equipment.	1. Use adding machine at a learning center. Watch the film "Incredible Machine". Invite a resource person to demonstrate equipment. Write a thank-you note to resource person. Make mural showing development of scientific equipment used by a secretary. Watch the film "Matter of Urgency." Use a typewriter at a learning center.	Adding machine Educator's Guide to Free Materials, S.S. Keith Heckman Paper for thank you notes Paper for murals Educator's Guide to Free Social Studies materials typewriter	2. The children will use correctly the: typewriter file adding machine tape recorder telephone

TEACHER'S NAME Sharon Cobb, Lois Farlin, Linda Voecks

Grade Level 2

ELEMENT

Unit Title: Business and Office: The Secretary

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Watch the film "This Business of Numbers."	Educator's Guide to Free Social Studies Materials.	
	Make a bulletin board display to show equipment a secretary uses.	Plan together as a class.	
	Make mobiles showing equipment a secretary uses.	Materials for the mobile.	
	Make a collage showing equipment used.	Materials for a collage.	
	Cassette tape	Visiting a Computer Center (All Aboard, Let's Go!), Troll Association.	
3. The children will imitate the various secretarial jobs correctly by role playing after the resource people have visited the room and the films have been viewed.	A legal secretary will visit the room (Hazel Kremer).	Make arrangements for visitor.	3. The children will role play the various secretarial jobs using puppets or themselves.
	Write thank you notes to her.	Paper for thank you notes.	
	FIlm loop and tape "Opportunities for a Legal Secretary"	Series 1, 2, & 3, made by Central Technical College at Hastings, NE.	
	Write class riddles about identifying different types of secretaries.	Paper for riddels.	
	Have puppet plays showing secretarial jobs--use a musical background.	Materials for puppets and music for background.	

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Make a diorama or soap suds picture of secretarial jobs.	Soap suds and diorama material.	
4. The children will have knowledge of the needed qualifications of a secretarial job by becoming conscious of all the qualifications after a visit by a resource person.	Telephone courtesy--children will role play being a receptionist.	Vertical file, telephone.	4. Make a class story book, with children typing the story and drawing pictures to accompany the story.
	Make posters showing personality traits of a secretary.	Materials for posters.	
	Draw around each other and dress the body as if they were going to work as a secretary.	Long paper for drawing around children.	
	Discuss free pamphlet "The Perfect Secretary"	FREE PAMPHLET: "The Perfect Secretary" Eaton Paper Co. Advertising Dept. Pittsfield, Mass. 01201	
	Discuss pamphlet "Your Career as a Secretary"	FREE PAMPHLET: "Your Career as a Secretary" United Business Schools Assoc. Guidance Suite 40 1730 M Street, NW Washington, D. C. 20036	

TEACHER'S NAME Sharon Cobb, Lois Farlin, Linda Voecks Grade Level 2

ELEMENT :

Unit Title: Business and Office: The Secretary

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
5. The children will apply learned secretarial skills by using secretarial equipment and materials at the end of the unit to correct 8 out of 10 errors in a type-written letter.	File word cards in ABC order.	File Cards	5. The children will correct a letter which contains the following errors: Spelling Punctuation Capitalization Sentence Structure
	Correct letter with several misspelled words and grammatical errors.	Letter with errors	
	Make game "Treasure Hunt" (answer clues to proceed to the next square. Winner can be secretary for the day).	Game: "Treasure Hunt"	
	Invite high school student to come to class and demonstrate typing speed, shorthand, filing, etc.	Make arrangements for visitor.	
	Write thank you letter.	Letter Writing TR 372.6, FILMSTRIP: "Letter Writing" FS 425, Business Letter Transparency 372.6.	
	Type letters or words from dictation on tape recorder.	Typewriter and tape recorder.	
	Type to music	Typewriter and music	
	Watch the films: "If An Elephant Answers", and "The Paper War."	Educator's Guide to Free Social Studies Materials.	

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Use opaque to enlarge typewriter keys without letters. Children fill in missing letters.	Opaque Projector. Chart to show keys of typewriter. Teacher Resource Revised Encyclopedia of Careers and Vocational Guidance, Vol. 2, Careers and Occupations, J. G. Ferguson Publishing Co., Chicago, 1972. BOOK: I Want to be a Secretary, Carla Greene	

Sharon Cobb, Lois Farlin, Linda Voecks, Grade 2: Business and Office: The Secretary

JECTIVE	MATH	LANG. ARTS	SCIENCE	SOC. STUD.	GUIDANCE	MUSIC	MED. SKILLS	PHYS. ED.	ART	[illegible]
fer to #1	Field trip to high school.	Tech School secretary Write experience stories about field trip.		Visit Service Unit Secretary Job Experience Kit SRA	Visit School Secretary.		Filmstrip: A Matter of Business		Draw pictures of secretary working. after field trip.	Books to read
#2	Use adding machine at a learning center. Film: Incredible Machine	Resource person to demonstrate equipment--Keith Heckman. Write thank you notes.	Make mural showing development of scientific equipment used by a secretary. Film: A Matter of Urgency.				Use typewriter at a learning center Film: This Business of Numbers		Make a B.B. display to show equipment a secretary uses. make mobiles showing equipment secretary uses. Collage showing equipment used.	
#3		Write thank you notes to Mrs. Kremer. Write class riddles about identifying different types of secretaries.		Legal Sec., Hazel Kremer		Puppet plays showing Sec. jobs--use musical background.	Film loop & tape: "Opportunities for a legal secretary"		Piorama of secretarial jobs. (or soapsuds pictures)	
#4		Telephone courtesy--children role play being receptionist.							Make posters showing personality traits of a secretary Draw around each other--dress body as if they were working as a secretary.	
#5		File word cards in ABC order. Correct letter with several misspelled words		Play "Treasure Hunt" winner of game can be secretary for the day	Invite high school student to come to class and demonstrate [illegible]	type to music	Type letters or words from dictation on tape. Films: If an Elephant answers, The Paper War.		Use opaque to enlarge typewriter keys without letters--they would fill in missing letters.	

TEACHER'S NAME Sharon Cobb, Lois Farlin, Marcia Timm Grade Level 2

ELEMENT: Self Awareness, Career Awareness, Beginning Competency, Decision Making, Attitudes and Appreciations

Unit Title: The Medical Doctor

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. The children will imitate the duties a doctor performs to keep us healthy by playing a team chalkboard game with an 80% mastery after completion of the activities of the objective.	1. Puppet Play Read Stories Film	1. Children will choose the type of puppet they want to make. BOOKS: A Visit to the Doctor About Doctor John FILM: "The Doctor"	1. The students will recall the doctor's duties in a team chalkboard game--example: true/false statement.
2. After reading stories about specialists the pupils will comprehend that there are specialized medical occupations and will play the game "Operation" once.	2. Make collage showing heart surgeon, bone specialist, foot doctor. Read stories.	Game: "Operation", Milton Bradley BOOKS: Dr. Dick I Want to be a Doctor, Carla Greene My Friend the Doctor, David C. Cook Publishing Co.	2. The students will play the game "Operation"
3. The pupils' knowledge will be demonstrated by the ability of the student to identify 6 of a doctor's instruments and their uses to another child to the class.	1. Display of doctor's instruments. 2. Write a picture story about their experiences with the doctor. 3. Invite a doctor to visit the class and show his instruments. 4. Read stories. FILMSTRIP GAME: Played like "Old Maid", Match the instruments.	1. Doctor's instruments. 2. Invite doctor to speak. 3. BOOKS: The Doctor Dr. Trotter and His Big Gold Watch, Helen Gilbert FILMSTRIP: "The Neighborhood Doctor"	3. The students will recognize six of the doctor's instruments and explain their uses to another child.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
4. After completing the activities the children will show comprehension of first aid techniques by role playing one selected situation drawn from a hat.	1. Make individual posters of first aid techniques. 2. Filmstrip	FILMSTRIP: "What the Doctor Sees When He Looks at You"	4. The students will role-play a selected first aid technique drawn from a hat.

Teacher's Name Linda Voecks Grade Level 2

Concept: 1. Individuals differ in interests, abilities and attitudes
2. Honesty, dependability, generosity, decision making
3. Wide variety of occupations
4. Occupations exist for a purpose
5. People can perform in a variety of jobs well
6. Supply-demand of occupations

Subconcept: Occupations concerning the Farmer

Objective	Activities	Resources	Evaluation
1. Given four areas of farming the children will list 10 occupations.	1. The children will be given the four areas that are of importance to the farmer. The 4 areas will be animals, buildings, machinery and produce. Library materials will be made available for the children to begin reading about these areas. The children must decide the importance of these four areas. "Why would the farmer want all of these areas? 2. The children will listen to the SRA tape for lesson #5 on the farmer. 3. The children will discuss their findings. The following occupations must be listed: general farmer, veterinarian, auctioneer, mechanic, implement dealer, carpenter, seed salesman, well man, farm hand worker, and grain elevator. The children will decide their use to the farmer.	1. Cornet Films 1967, FSS 301.3 Neighborhood Series #5 Books: I Know a Farm I Want to be a Farmer, Carla Greene About Farm Helpers At the Dairy About the Vegetables on your Plate, Vera Elwell Allee Ben Big Farms I Want to be a Cowboy, Carla Greene Meat from Ranch to Table I Want to be an Animal Doctor, Carla Greene Farm Life, Howard, Robert West The Little Farm, Lois Lenski When I Grow Up I'll be a Farmer, Rifkin, Lillian 2. SRA, Our Working World, grade 2, tape for lesson #5 3. At Work on The Farm (fs) Encyclopedia Britannica Ed. Corp. 1969	
The children will compare the duties of 8 different types of farmers.	1. Short stories explaining the following farmers will be read by the student: cattle farmer, grape farmer, orange farmer, pig farmer, duck farmer, egg farmer & dairy farmer.	1. Copies of stories out of SRA activity book Pictures showing different types of farms.	

(OVER)

Teacher's Name _____ Grade Level _____

Concept:

Subconcept

Objective	Activities	Resources	Evaluation
	2. Pictures will be drawn to show the duties of each farmer and the product of each. A sand map of the US will be made to show where these farmers will be. 3. A chart will be made to show the duties of each farmer. 4. A resource person, (farmer will come into the classroom to tell about his farm. He will be asked to bring pictures of the buildings, machinery & animals. He will be asked to explain the necessity of having a seed salesman, grain elevator and farm hand.	2. Material for sand map 1. map 2. glue 3. different colored sand 3. FSS 301.3 Bailey Films "Where and How People work and Live" Filmstrip #3 4. A farmer supply him with film so as we can keep the pictures. FILMSTRIPS: "Janet Visits a Dairy Farm" "Our Dependence on Wheat & Corn" "Our Dependence on Truck Farmers"	
3. The children will explain the need for several occupations to take care of farm animals.	1. A display of farm animals and their products will be made. The children will explain why we need the products from the animals. 2. The children will role play the duties of the veterinarian. Some child might have had experiences with a vet and could share them with the class. One child will be asked to interview a vet and tell us about his duties and	1. A pictures of farm animals products: Egg carton chick milk carton cow bacon package pig etc. 2. FSS 612 SUE "Our World of Sight and Sound" #3 BOOK: Barnyard Family, Dorothy Childs Hogner	

Teacher's Name Linda Voecks Grade Level _____

Concept:

Subconcept

Objective	Activities	Resources	Evaluation
	explain some of his tools. 3. The children can set up a time line showing what happens to livestock when a farmer decides to sell. If possible an auctioneer could come in. Otherwise a tape recording of one could be listened to. The children could set up their own auction.	3. Auctioneer tape recording of an auctioneer at work.	
4. The children will compile a list of occupations needed to assist the farmer with his machinery. The children will list the services given by each worker.	1. A display of machinery will be set up by the children. They will make a card with each piece of machinery to tell what it is used for. 2. The children will set up an implement shop. One child will interview an implement dealer to find out what the departments there are and what happens in each one. After he gives an oral report, he will act as leader and tell the other children what job they must do in his shop. This should include the mechanic, parts-man, and salesman. 3. A chart will be made for each occupation.	1. Machinery brought by children. 2. Signs of parts of implement shop	

(OVER)

Teacher's Name _____ Grade Level _____

Concept:

Subconcept:

Objective	Activities	Resources	Evaluation
5. The children will design a farm to demonstrate the need for different occupations to take care of farm buildings.	1. The children will make a farm out of boxes showing the different buildings on the farm. 2. The children together will make a list of materials to build a real building. They will discuss the duties of a carpenter to make the building. 3. The children will discuss the way the farmers get their water. If possible, have a man who digs wells come in and explain what he does. A windmill will be added to our farmyard.	1. Boxes 2. C.A. Well Man will visit	
6. The children will identify all the occupations of one chosen area and will explain the need of the farmer for these workers.	1. 3 children will be assigned to a group to compile and make a written report on each of the four areas. They need to list all of the areas discussed and read about. 2. The children will take a field trip to a farm to observe the four areas discussed. 3. An experience chart will be made for our trip.	1. Field trip	1. Evaluation will be made through observation. Displays can be set up so children can look at each other's material. 2. The children can play "What's My Line?" They will have one person at a time decide on an

Teacher's Name Linda Voecks Grade Level _____

Concept:

Subconcept:

Objective	Activities	Resources	Evaluation
			occupation. At that time, the other children will ask questions to get only a yes or no answer. Through the questioning, the children must guess the occupation

Teacher's Name _____ Grade Level _____

Concept:

Subconcept.

Objective	Activities	Resources	Evaluation

TEACHER'S NAME Linda Voecks

Grade Level 2

ELEMENT: Self awareness; Career awareness; Educational awareness; Beginning Competency; Attitudes and appreciations

Unit Title: Occupations in the big-city neighborhoods

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. After observing the businesses in Lincoln, the second grade children will have knowledge of several types of businesses found in a big city neighborhood by becoming familiar with 15 out of 20 businesses.	1. The children will be asked to observe some of the characteristics of a big city neighborhood when they go to Lincoln. Listen to the tape for Lesson #3 on the big city neighborhoods. Choosing a given place of business, the child must visit the building with his parents. At this time he may want to take some pictures and talk to some of the workers. All children will be asked to observe the places that each child is to visit. The match game. the children will be divided into 2 teams. Each team will receive 15 slips of paper with the name of a business on each one. The teacher will describe the business. At a given time they will raise their answers.	Parents in charge of their children seeing Lincoln. Coronet Films, 1967, Neighborhood Series Neighborhood in the City SRA Tape "Our Working World" grade 2, tape #3. Department store hotel Doctor office eye clinic railroad airport bus depot telephone company restaurant slaughter house theater library police station art gallery car dealer	1. The children will make a list of all the businesses found in a big city neighborhood.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	All answers that match on one team will give them a point for each match.		
2. After the children have visited the businesses the second grade children will have knowledge of several occupations found in a business by developing a list of all the workers found in one bus[illegible] visited.	After the children have visited their given business with their parents, they will give a small oral report about the different occupations found in each business. An experience chart will be made on each report.	FILMSTRIP: At work in the City Encyclopedia Britannica Education Corp., 1969.	2. The children will give a short talk, telling about all of the occupations found in their business.
	The children will draw pictures of the different occupations they observed. The pictures will be mixed up. The teacher will show one picture at a time, and the children will decide what business each occupation belongs in.	Drawing materials	
3. After visiting their chosen place of business the second grade children will demonstrate their knowledge of the duties of each occupation by identifying 2 out of 3 duties for each worker.	Each child will introduce their chosen occupation by role playing the duties found in his occupation. Charts will be made for each occupation.		The children will make a chain for their chosen occupation. The beginning link will name the occupation and the additional links will tell the duties of each person.

TEACHER'S NAME Linda Voecks Grade Level 2

ELEMENT

Unit Title: Occupations in the Big City Neighborhoods

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
4. After compiling all their material the second grade children will display comprehension of all the occupations found in a big city neighborhood by summarizing all of the given information.	Library materials will be on hand for the children to read, watch and listen to. They may also use this material for reference. Each child will make a booklet to tell about his chosen occupation. The booklet will contain any information the child has gathered. The cover of the booklet will be a picture of the building that the occupation is found in. The children will write riddles which tell about their chosen occupation. The riddles will be drawn out of a box with the children guessing the answer to each riddle. The child will make a "Things I Saw" sheet. He will draw pictures of as many things as he can remember seeing when he went to his place of business.	FILMSTRIP: "Our Dependence on City Workers" "A Visit ot the Library" "Fun and Recreation in the Big City" "What a Dr. Sees When He Looks At You" BOOKS: Let's Go Downtown, Corinne Madden Ross City Rhythms, Ann Grifalconi The Night Workers, Alvin Schwartz FILMSTRIP: "The Big City Workers" "City Helpers", Long Filmslide Service.	4. The children will set up a display with charts telling about their trip to their business.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
5. After studying about both neighborhoods the second grade children will analyze the shopping area of the small town and big city by comparing all the information gathered about the 2 neighborhoods.	Make a sand map of a big city neighborhood. Compare all the differences found in big city and small town neighborhoods. Make a chart divided into big city and small town. The children will place the names of the business on the correct side. A discussion will be used to compare the complete picture of the businesses in a small town and a big city neighborhood. The children are to be sure and discuss the needs of each business in each town. Children will play "What's My Line?" Each child will be asked questions about their occupation so that the other children can guess what their work is. Game: Make a list of questions and write them on separate cards. After each question on the card, ask "What would be the best way to get there from your home?	Filmstrip: "Why and How Cities Grow" Make a map of Lincoln	5. The children will give a talk using their 2 maps and compare the city and small town neighborhoods.

TEACHER'S NAME Linda Voecks

Grade Level 2

ELEMENT

Unit Title: Occupations in the big city neighborhoods

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	A child can remove a card from a box and read the question. He can then point out a home base and show where we would go and how he would get there.		

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

Teacher's Name Linda Voecks Grade Level 2

Concept: 1. Occupations exist for a purpose
2. All persons have dignity and worth
3. Introduce various occupations

Subconcept: Occupations in the suburban neighborhoods

Objective	Activities	Resources	Evaluation
1. The children will list at least 7 types of businesses found in a suburban neighborhood.	1. Listen to the tape on suburban neighborhoods, lesson #4 2. Children draw a large map to show the construction of a suburban area. The prime area of occupations would be found in the shopping centers. (7 types of businesses found could be: drug store, bakery, grocery store, pet shop, music store, ice cream shop, laundromat, etc.) 3. The children will be taken on a field trip to observe the different businesses found in the shopping center. A discussion will be held to determine the need of each business. 4. An experience chart will be made of the field trip. The businesses will be listed on our chart.	1. SRA, "Our Working World" grade two, tape for lesson #4 2. Coronet Films (1967) Neighborhood Series: #3 Neighborhoods in the Suburbs 3. Snapshots can be taken of a suburban shopping center.	
2. Each child will identify the occupations found in each business.	1. The children will make a list of businesses found in the shopping center. Under each business we will list the occupations they were aware of when we visited the shopping center.	1. SUE Our World of Sights and Sounds, #5--Pet Shop	

(OVER)

Teacher's Name _____ Grade Level _____

Concept:

Subconcept:

Objective	Activities	Resources	Evaluation
	2. A game will be played to identify the business by the products they sell, the occupations found in them and a description of the building. 3. A bulletin board will be made, listing the businesses and occupations found in each shopping center.	2. Questions will be asked. For each correct answer, player will move the designated spaces.	
3. Each child will recognize the duties of each occupation	1. The children's interest will be guided to 4 types of occupations (salesman, cashier, baker and pharmacist). The children will divide into 4 groups and do research on their given area. The children will be able to determine the method they wish to use to find out the duties. 2. A match game will be played to match duties to their occupation and business heading. 3. Each group will put on a demonstration to show everything done by the person in their occupation.	1. BOOKS. I Want to be a Baker Jerry and Jimmy and the Pharmacist I Want to be a Storekeeper	

Concept:

Subconcept:

Objective	Activities	Resources	Evaluation
4. The children will compare the occupations found in the small-town, big-city and suburban neighborhood.	1. The children will make a listing of all occupations discussed and where they are found. 2. A discussion will be held to determine the reason why each neighborhood would need the occupations they have. The question should also be asked, "What would happen if each neighborhood did not have the business it has?" 3. A "grand prix" game will be played. The children's car will move one space for each correct answer given about the 3 neighborhoods.	1. Slanek, Muriel, "How People Live in the Suburbs", Benefic Press (1970)	Through observation and answers given when games are being played, any child can be evaluated as to his understanding of each area.

Teacher's Name _____ Grade Level _____

Concept:

Subconcept:

Objective	Activities	Resources	Evaluation

TEACHER'S NAME Linda Voecks

Grade Level 2

ELEMENT: Self awareness; Career awareness; Beginning competencies; Attitudes and appreciations; Decision making

Unit Title: Occupations in small town neighborhoods

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
1. After watching the film "Wally the Worker Watcher" the second grade children will evaluate the meaning of work by determining how all occupations are considered work.	1. The children react to the question "What is Work?" To summarize the discussion we will agree upon one common definition of the word work. The children play "charades" by acting out their ideas of what work is done in different areas. The children look at themselves to discover the work they do. They can write a story about all the work they do in one day. We will make a workers chart showing all the work done in a week's time by the boys and girls.	FILMSTRIP: "Wally the Worker Watcher" FILM: "Learning is my Job"	1. Through observation of discussion, pictures gathered, story written, and definition summary, the teacher can observe the progress being made in the understanding of the word work.
2. After the children have walked through Pleasant Dale, the second grade children will have knowledge of occupations found in a small town neighborhood by knowing 10 out of 12 jobs found there.	2. Listen to the tape for Lesson #2 to discover the meaning of a small town neighborhood. The children walk throughout the community of Pleasant Dale, and take notes of how many houses, churches, businesses, etc., are located there.	1. SRA "Our Working World", Grade 2, tape for Lesson #2. Large sheet of drawing paper.	2. The children will list the jobs found in a small town.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	The children draw a large map of Pleasant Dale, showing the location of each place of business. Put this on the bulletin board. Color code the types of buildings found in Pleasant Dale and make sand maps.	Boxes	
3. After interviewing several of the workers, the 2nd grade children will analyze the needs for each occupation in a small town by recognizing all of a small town's needs.	The children will set up a list of questions to ask the workers of each place of business there are. The children make a list of these businesses. The children watch a filmstrip on neighborhoods of small towns. The children each select a place of business seen on the field trip, draw a picture of it and identify it. (Example: grocery store, lumber yard, gas station, barber shop, tavern, post office, fire hall, elevator, etc.)	Questionnaire: Large sheets of paper for experience charts. FILMSTRIP & RECORDS for "Neighborhoods in Small Towns" FILM: "Everyone Helps in a Community"	3. The children will make a booklet in which they list the needs for each occupation in a small town.

TEACHER'S NAME Linda Voecks Grade Level 2

ELEMENT

Unit Title: Occupations in small town neighborhoods

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	The children will write letters to businessmen in another small town about the size of Pleasant Dale. The children will compare the information collected with the information from Pleasant Dale. The children take part in a small panel discussion to determine the reason why each business is needed. Questions for discussion might be: 1. What did the worker produce? 2. Why would you need this product or service? 3. Why would the neighborhood need this product or service? Compare the 2 small towns.		
3. After receiving the letters and information from the workers, each 2nd grade child will have knowledge of the one job performed by the worker he selects by acquiring all the possible information about his chosen worker.	Each child makes a worker out of pipe cleaners. He will dress him and using a diarama, will put their model into his work setting. Child writes a small report of each worker to accompany their diarama.		4. Children will set up a display showing all the materials and information gathered on the businesses in each neighborhood. (Each child's chosen occupation)

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	The children observe each worker in action through taking a field trip in each of these businesses. At this time the workers will tell the whole class about their duties.	Arrange field trip with every place of business we plan to visit.	
	Library of books and films which tell about the workers found in Pleasant Dale.	BOOK: Billy the Barber FILMSTRIPS: "The Neighborhood Barber" "The Neighborhood Beautician"	
	Make a map of the route we took on our trip.		
5. After listening to Tape #9 in SRA Social Studies Book, the second grade children will evaluate the need for volunteer workers in a small town by determining two reasons for using volunteer workers.	Listen to the tape for Lesson #9. Develop a definition of a volunteer worker. Through the definition, the children will list the volunteer workers found in Pleasant Dale. (VAIR Mothers, Firemen, Park Workers, Recreation Workers, City Workers) Discussion group to decide the needs of volunteers in Pleasant Dale. Question: "What would Pleasant Dale be like without volunteers?"	SRA, Our Working World, grade 2, tape #9.	5. The children will write a story about the use for volunteer workers in Pleasant Dale.

TEACHER'S NAME Linda Voecks Grade Level 2

ELEMENT

Unit Title: Occupations in small town neighborhoods

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Resource people (volunteers) come into room to tell about their services.		Children will act out different occupations found in small town neighborhoods and the children will guess what they are acting out.
	Posters are made to invite people to become volunteers for the small town of Pleasant Dale.		Observing the displays of the children and the reports that they make on each occupation.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION

TEACHER'S NAME Linda Voecks Grade Level 2

ELEMENT

Unit Title: Occupations in small town neighborhoods

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
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TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	The children observe each worker in action through taking a field trip in each of these businesses. At this time the workers will tell the whole class about their duties.	Arrange field trip with every place of business we plan to visit.	
	Library of books and films which tell about the workers found in Pleasant Dale.	BOOK: Billy the Barber FILMSTRIPS: "The Neighborhood Barber" "The Neighborhood Beautician"	
	Make a map of the route we took on our trip.		
5. After listening to Tape #9 in SRA Social Studies Book, the second grade children will evaluate the need for volunteer workers in a small town by determining two reasons for using volunteer workers.	Listen to the tape for Lesson #9. Develop a definition of a volunteer worker. Through the definition, the children will list the volunteer workers found in Pleasant Dale. (VAIR Mothers, Firemen, Park Workers, Recreation Workers, City Workers) Discussion group to decide the needs of volunteers in Pleasant Dale. Question: "What would Pleasant Dale be like without volunteers?"	SRA, Our Working World, grade 2, tape #9.	5. The children will write a story about the use for volunteer workers in Pleasant Dale.

TEACHER'S NAME Linda Voecks Grade Level 2

ELEMENT

Unit Title: Occupations in small town neighborhoods

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION
	Resource people (volunteers) come into room to tell about their services. Posters are made to invite people to become volunteers for the small town of Pleasant Dale.		Children will act out different occupations found in small town neighborhoods and the children will guess what they are acting out. Observing the displays of the children and the reports that they make on each occupation.

TEACHER'S NAME _____ Grade Level _____

ELEMENT

Unit Title:

OBJECTIVE	ACTIVITIES	RESOURCES	EVALUATION